

The University of Chicago

THE READING INTERESTS OF
YOUNG WORKERS

A DISSERTATION SUBMITTED TO THE FACULTY
OF THE DIVISION OF THE SOCIAL SCIENCES IN
CANDIDACY FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY

DEPARTMENT OF EDUCATION

1936

By

WILLIAM FRANK RASCHE

Private Edition, Distributed by
THE UNIVERSITY OF CHICAGO LIBRARIES
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ACKNOWLEDGMENT

This report would not be complete without an expression of appreciation to my colleagues and many other persons who have assisted and shown interest in the development of the comprehensive reading program and the prosecution of the reading investigations and special studies described in the following pages.

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W. F. R.

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CHAPTER I

THE INTRODUCTION TO THE THESIS

This report covers a series of surveys, experiments, and special investigations which constituted a long-term large-scale effort to stimulate and upgrade the reading interests and activities of a vast flowing population of young people interested in employment who attended the Milwaukee Vocational School during the period from 1924 to 1936. The findings derived from this extensive effort are presented in this report as contributions to educational knowledge and practice.

The time during which these studies have been in progress will not be considered as a single continuum but rather as two distinctly separate periods--the first a preliminary period of simple empirical surveying and experimentation extending from the beginning of 1924 to the spring of 1930, and the second a period of intensive investigation and research extending from the close of the first period to the spring of 1936. The studies of the preliminary period will be reported very briefly in this chapter and those which were made a part of the comprehensive reading program of the second period will be described in detail in the following chapters. Out of the findings of both periods are drawn the facts which serve as the bases for the thesis advanced in this report.

The Thesis Supported by the Findings of the Reading Studies

The findings derived from the various reading studies that were made during the twelve years of the two periods are sufficiently conclusive to support the thesis that the reading interests and activities of a large flowing population of young people at work or seeking work and who are attending a vocational school can be very greatly stimulated and satisfactorily upgraded when administrative and instructional efforts are intelligently integrated in a comprehensive reading program based upon a recognition of the fact that such a school population consists of two rather well-

defined groups of pupils each of which must be dealt with in accordance with its own peculiar characteristics. In developing such a program it must be recognized that one of these groups will possess the appropriate reading abilities which enable it to respond favorably to stimuli directed to the pupil body as a whole, and the other will possess reading limitations which make it incapable of responding to mass stimulation. The group limited in its ability to read fluently and lacking interest in reading will have to be helped by prescribing for each member of this group according to his individual needs.

The Findings of Studies of the Intelligence
and Reading Interests of Young Workers Made
in Illinois, Massachusetts, Pennsylvania,
and Wisconsin During the Period from
1924 to 1930

The development of an adequate program designed to extend and upgrade the reading interests of young workers must be premised upon a thorough understanding of the intellectual abilities and reading interests of the young people for whom such a program is organized. Investigators in a number of states showed an interest in the intelligence and the reading habits and interests of young working people during the period that the Milwaukee Vocational School was making its earlier empirical experiments and studies. In Milwaukee the work began with the establishment of a public library branch at the vocational school on January 7, 1924. This branch was authorized by the Milwaukee Public Library and has been supported by the public library board ever since. Since its establishment the branch has developed rapidly and become a very active library center.

Hopkins' Study of the Intelligence
Of Young Workers

During the same year that Milwaukee initiated the branch library service located at the vocational school, Hopkins¹ studied the intelligence of 1,200 continuation-school pupils in five different communities of Massachusetts. He reported his chief conclusions as follows:

¹L. Thomas Hopkins, The Intelligence of Continuation-School Children in Massachusetts. Cambridge, Mass.: Harvard University Press, 1924.

The first important fact that stands out is that continuation-school pupils are a selected group of young people. While their scores overlapped those of pupils of the same age who have remained in school, their median score was thirty-five points below that of the latter group. In so far as the test used in this investigation can be relied upon to measure intelligence, continuation-school pupils show a lower median intelligence than those of the same age groups who are in regular school.¹

Hopkins pointed out also that very bright pupils attend continuation schools. He stated:

A second point which stands out very clearly is that the school system is making little attempt to locate and train the small group of its brightest members. There were a few pupils in the continuation school who scored as high as the best of the regular school group.²

Hopkins' study shows that in 1924 the pupil bodies of the five continuation schools he studied in Massachusetts were very largely composed of retardates. That was generally true in continuation schools elsewhere at that time. However, in later years as technological changes and unemployment tended to restrict the employment of young people and forced older people to readjust themselves to new occupational conditions, the general character of the pupil bodies of continuation and vocational schools changed. Tables I and II and Figures 1 and 2 show the change in character of the pupil body of the Milwaukee Vocational School that took place during the period from 1913 to 1934 as reflected in the grades completed by the pupils in attendance during that period. The enrollment during the entire twenty-one-year period was consistently upgraded from year to year. During 1924, the year that Hopkins made his investigation in Massachusetts, 20.1 per cent of the boys and 18.4 per cent of the girls in attendance at the Milwaukee Vocational School were pupils who had not completed the eighth grade. Ten years later these percentages had been reduced to 9 per cent and 4.5 per cent respectively. On the other hand, the per cent of boys who had completed high school had risen from 1.6 per cent to 26.6 per cent, and of girls from 1.9 per cent to 33.5 per cent during the same decade. These figures show that the vocational school of Milwaukee during the period the reading studies were under way received larger numbers of pupils of greater intellectual

¹Ibid., p. 117

²Ibid., p. 119

TABLE I

PERCENTAGE DISTRIBUTION OF BOYS AND MEN BY GRADE COMPLETED AT TIME OF REGISTRATION AT THE MILWAUKEE VOCATIONAL SCHOOL FROM 1913 TO 1934 INCLUSIVE

[illegible]

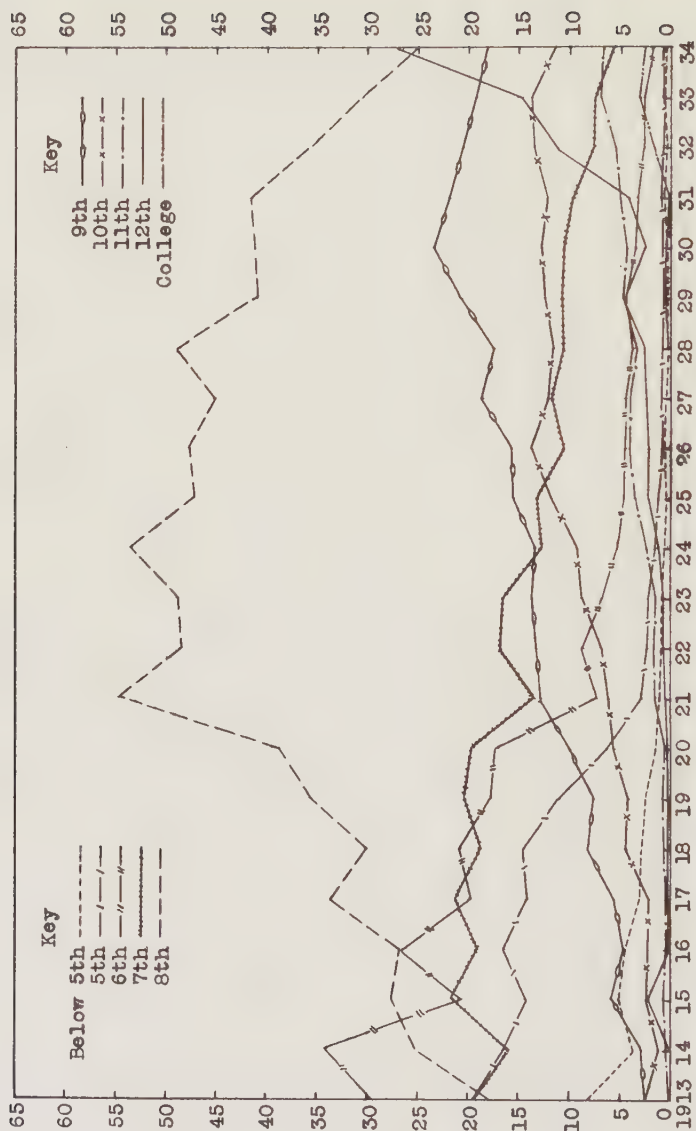


Fig.1.--Percentage distribution of boys and men by grade completed at time of registration at the Milwaukee Vocational School from 1913 to 1934 inclusive.

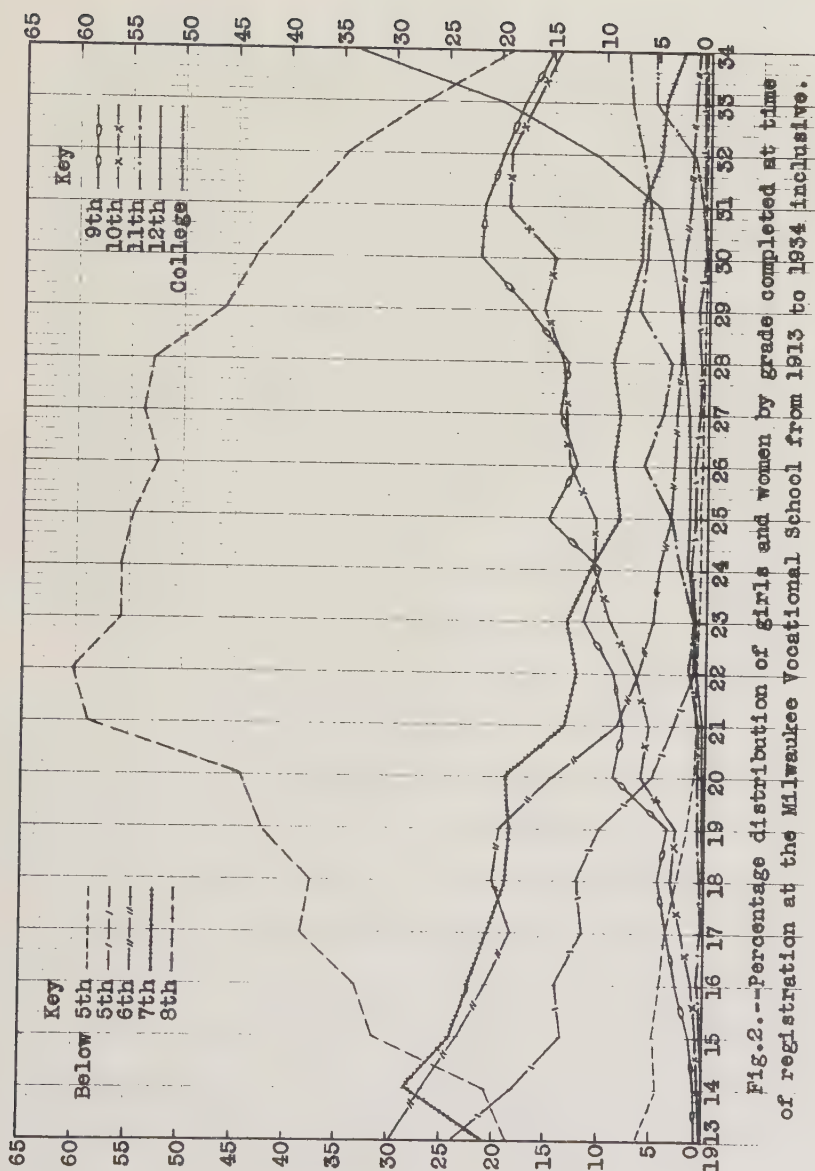


Fig.2.--Percentage distribution of girls and women by grade completed at time of registration at the Milwaukee Vocational School from 1913 to 1934 inclusive.

capacity and higher educational achievement than were in attendance prior to 1924.

The Reading Survey of 7,065 Pupils of the Milwaukee Vocational School Made During December, 1924

The writer¹ made a survey of the reading interests of 7,065 pupils of the Milwaukee Vocational School during the month of December, 1924. This was eleven months after the branch library of the school had been established. This investigation covered the reading interests of these pupils in books, magazines, and newspapers. The findings of this study indicate that the girls read more books than the boys and that the average interest of the two sexes in classified reading was only 9.8 per cent of the total interest shown in books. The most significant finding pertaining to their interests in books, as will be pointed out later, was the fact that 56 per cent of the total number of pupils reporting had public library cards which they were using and 44 per cent had none.

In the magazine field the interest of both sexes centered primarily in the pulp magazines. True Story magazine was the most popular magazine with both sexes. Outside of the interest in the general magazine and fiction the next greatest interest of boys was in magazines devoted to science, and of girls in magazines devoted to the home.

The newspaper claimed a greater percentage of both sexes as readers than did books or magazines. Only 4.37 per cent of the total group did not read newspapers. Boys showed the greatest interest in the following sections of newspapers in the order named: Sports, comics, news, stories, and radio. The order of greatest interest shown by girls was: Comics, stories, sports, news, and the home page.

The survey as a whole showed the need of extending the amount and improving the quality of the reading of boys and girls in all three forms of literature--books, magazines, and newspapers.

¹William F. Rasche, The Reading Interests of Young Workers, Vocational Education Monograph Number 9. Milwaukee: The Division of Vocational Teacher Training and Research, Milwaukee Vocational School, 1925.

Metz's Substation Experiment

During the next year, 1926, Metz¹ extended the library service at the Milwaukee Vocational School to reach more pupils. He established eleven substations in academic classrooms from which books were distributed to interested pupils. This plan was very successful. The experiment showed that the per capita circulation during the first five months of 1926 was 6.6 books in the rooms maintaining substations and 3.3 books through the branch library service of the school as a whole. The substation circulation per capita was twice as great as the per capita circulation for the entire school.

The Reading Club

Metz also organized the Reading Club which has been in operation eleven years. It appeals to pupils who wish to earn reading diplomas. A diploma is given to a pupil who has read and reported on books rated by the librarians of the school as having a total value of 100 or more points. The value of a book on the approved list ranges from one to five points. At least twenty-five points of the hundred offered must represent classified reading.

The Reading Club holds the interest of a small percentage of the readers attending school. It has never stimulated a great portion of the pupil body. The probabilities are that the pupils as a whole are too old to be interested in reading awards. This is evidenced by the fact that it is largely the group under sixteen years of age that is interested in this club.

The Reading Studies Made By Jefferis and Ormsbee

During the following year, 1927, investigations of the reading interests of young workers were made by Jefferis² and

¹John J. Metz, Report on the Upgrading of the Reading Interests of Young Workers Attending the Milwaukee Vocational School, Vocational Education Monograph Number 10. Milwaukee: The Division of Vocational Teacher Training and Research, Milwaukee Vocational School, 1926, pp. 8-10.

²Angeline Woodrough Jefferis, "A Study of Reading Interests of Young People in Industry." Unpublished Master's thesis, Department of Education, University of Chicago, 1927.

Ormsbee¹ in other cities. Jefferis reported on the book, magazine, and newspaper reading interests of 1,800 young people employed in Chicago, and Ormsbee on similar interests of 500 continuation-school girls employed in Philadelphia. Both investigators found that the interest of employed young people in trashy and salacious reading was rather pronounced and that the interest in newspapers led that in magazines and books. Jefferis laid special emphasis upon the need of providing adequate supplies of good reading materials for young workers to read. Ormsbee commented upon the excellent mechanical characteristics and clever typographical and pictorial treatment of the pulp magazines. She also reported that parents knew little about the reading of their children and that working girls secured their magazines most frequently from others.

The Provision for a Comprehensive Reading
Program for Young Workers Attending
the Milwaukee Vocational School

All the experiments and studies reported on above pointed clearly to the need of planning and developing reading programs along comprehensive lines to stimulate young workers to read more widely and intelligently. Such a program was planned for the Milwaukee Vocational School during the spring of 1930. The investigation reported upon in the following chapters covers the problems, techniques, and conclusions pertaining to the reading program planned during that year. This investigation differs from the usual laboratory investigation in several ways. These differences are described fully in Chapter X, which evaluates the comprehensive reading program for the period of time it has been in force. These differences are sketched here very briefly to direct attention to the need of a type of investigation such as was employed in making this study and to give the significant reasons which precluded the use of the laboratory technique in this case.

In general, educational experiments of the laboratory type are artificially controlled by the experimenters interested in them. Such experiments always involve at least one control group and one or more experimental groups. The membership of

¹Hazel G. Ormsbee, The Young Employed Girl. New York: The Woman's Press, 1927.

each group is held as nearly constant as possible during the period of experimentation. This period is usually for one or two semesters and only rarely for periods extending beyond a school year. An attempt is made to equate all corresponding factors in both the control and experimental groups except the variable under observation. This variable is applied to the control group according to current standard practice and to the experimental groups in the special manner which it is the purpose of the experimenters to test. If the special application proves to be more efficient than the customary practice, the experiment is considered as being successful in demonstrating the superiority of the new educational method or technique over those employed previously to achieve the same objectives.

Laboratory experiments have been scientifically productive and have influenced educational practice to a very great extent. However, important and valuable as they are, they do not meet all the felt needs in the field of educational experimentation. There is a need for experimentation of another kind with mobile groups attending schools whose pupil populations are not stationary even for a single day. Such experimentation needs to be applied to such groups over extended periods of time under all the changing conditions impinging upon them. It is frequently important to test the validity of educational programs in force in such schools. The investigation of the comprehensive reading program reported upon later in this report is of this latter type and was undertaken with a full recognition of the fact that it dealt with a flowing school population subjected to changing environmental conditions over an extended period of years.

The comprehensive reading program discussed in this report has not been fully developed to date, nor will it be for a considerable number of years to come. It was planned in large outline in 1930 as a continuing program that would be modified from time to time as experience with it made changes necessary. It was expected that its development would be slow in the beginning but that it would gather momentum as the school's facilities and resources improved and as the educational staff gained skill and experience in the discharge of those responsibilities which affect the program. The plan also provided for annual revisions and the preparation of supplementary plans so

that efficient practices might be retained and strengthened and unsatisfactory ones eliminated to the end that the program as a whole might be progressively improved.

The plans for the school year of 1936-1937 include provision, for example, for the organization of a number of special remedial reading classes to stimulate two types of non-readers discovered in past years to have been unresponsive to such efforts as were made on a school-wide basis to encourage pupils to read. One of these is the type of pupil who cannot read but who can be taught to read and comprehend printed material under appropriate conditions. The other is the type of pupil who can read but does not because of certain social inhibitions which prevent him from developing an interest in reading. Pupils of these two types will be carefully selected from the various academic classes in which their inability to read or lack of interest in reading becomes apparent to the teachers in charge.

The 1936-1937 plans also call for the selection of trained teachers who are able to diagnose the needs of pupils suffering from reading disabilities and competent to teach them. Four such teachers, possessed of a deep professional interest in helping non-readers to acquire interests and skills in reading, have been selected and appointed for this work.

The 1936-1937 plans call further for more intelligent instruction in the use of magazines and newspapers. To that end curriculums for junior and senior pupils covering magazine and newspaper reading are scheduled for development.

The basic plan made in 1930 provides for activities and developments in six general fields. These are (1) making surveys, (2) making special studies, (3) building curriculums and instructional materials, (4) testing pupils, (5) instructing pupils, and (6) developing special practical activities, programs, and pupil organizations designed to stimulate interests in reading. The first two of these classifications were included because it is necessary to secure facts essential to a proper promotion of the activities in the other classifications. The next three classifications directly affect a comprehensive program of instruction in reading, and the sixth includes all the special and unique possibilities that may be provided to stimulate the interest of both the active and potential readers of the school.

The plan of 1930 did not provide for starting operations

simultaneously in all six classifications. A cautious policy was adopted. It was decided, largely because of other administrative problems precipitated by the economic depression, to begin with those activities that could be started advantageously immediately and defer the others to later years when they could be launched with the assurance of some success. The detailed description of the development of the various activities proposed appears in Chapter II, which is concerned with the comprehensive reading program now being administered as one of the regularly established educational activities of the school.

CHAPTER II

THE GENERAL PLAN OF THE COMPREHENSIVE READING PROGRAM

The Significance of the Year 1930

The year 1930 marks a significant turning point in the development of the Milwaukee Vocational School's reading program. In the spring of that year consideration was given to many administrative problems that had their origin in the economic collapse of October, 1929. Administrative procedures were changed at many points to make adjustments to the interest of young people and adults who depended upon the school for help in effecting and insuring their own social security or personal happiness. A study of these various problems set out in bold relief the greater possibilities for all these people if more could be done with them and for them in the field of reading to supplement the many other activities sponsored by the school which challenged them. To that end and for the reasons stated in Chapter I it was planned to do as constructive a piece of work in reading as the facilities, resources, and personnel of the school would permit.

The Purposes of the Comprehensive Reading Program

The time was opportune for planning a comprehensive reading program more extensive than the one in force. Preparations were made to have the program serve both practical and research purposes. The practical purposes were two in number. One was to encourage pupils to read more widely on improved interest levels and the other to energize the administrative and educational staffs of the school to take a greater, more dynamic, and more effective part in promoting the school's reading program. The research purpose was to undertake such investigations and special studies as would enable the educational staffs to secure useful information on which to base intelligent action in developing such a program of reading activities.

In setting up a basic plan for a comprehensive reading

program consideration was given to five matters. One was the selection of practical activities which could be administered without the fruitless expenditure of time, resources, and energy resulting from unproductive procedures. A second was the locating of those operating areas which would present the greatest hindrances to the effective development of the program. A third was the scheduling of all the practical and research activities in an order that would make possible the earliest utilization of significant research findings. A fourth was the inauguration of the various reading activities according to some sensible plan that would permit the educational staff to take on new functions without being seriously discommoded in the performance of other duties. A fifth was the selection of valid measures by which to evaluate the program as a whole and such of its component parts as could be evaluated by measurement.

A consideration of these five problems led to the decision to plan the program without respect to any set time schedule for completing the reading program or any portion of it. The time element, therefore, was left indeterminate and the whole program arranged to be progressive and continuous. The program was, however, to be pushed as vigorously as possible on all fronts where it was possible to advance without precipitating difficulties in administering the school's complete educational operations. Provision was made for a period of preparation to lay the groundwork for activities that depended upon properly set bases. Attention was given to the fact that a totally complete reading program called for quite a wide range of special services to insure good end results. Finally, the program was to be administered with the full recognition that the plan must be flexible enough to permit of change and correction as soon as it became apparent at any time during the period of development that mistakes in planning had been made. To insure such progressive adjustments it was decided to make annually such revisions and supplementary plans as would help to expedite the program as effectively as possible.

The Schedule of Activities Included in
the Comprehensive Reading Program

The schedule of activities in the comprehensive program that have been undertaken thus far is shown in the following activity chart. The activities are distributed horizontally

THE COMPREHENSIVE READING PROGRAM ACTIVITY CHART

Year Started	Surveys	Special Studies	Ability Testing	Curriculum Building	Instruction	Special Practical Activities
1930				Preparation of Junior Division Reading Course	Extension of reading program in effect prior to 1930	Extension of classroom library substations
1931				Preparation of Guide Posts in Reading Preparation of bibliographies		Setting up of special reading rooms
1932	Making of a survey of 8,176 M.V.S. pupils' interests in reading	Special study of book reading of M.V.S. pupils for a six-week period		Preparation of M.V.S. Book Lists	Integration of readings with regular curriculum	Organization of the Reading-With-a-Purpose Club
1933		Special study of 200 readers and 100 non-readers	Setting up of testing service Special reading tests of 100 non-readers			Organization of special reading clubs
1934-35		Experiment with a few non-readers socially inhibited			Classification of pupils in academic ability groupings	Appointment of reading sponsors
1936	Planning of continuous reading survey			Planning of magazine and newspaper reading curriculums	Planning of special remedial reading classes	

under service headings and vertically in the various service columns according to the years in which they were begun. The chart shows that the program has thus far passed through six annual steps. In 1930 three activities were undertaken as step one, in 1931 three more were taken as the second step, in 1932 five more were started, in 1933 four others were begun, in 1934 and 1935 another three, and in September of the current year (1936) four others were undertaken. All of these activities have been started and some of them completed; others have been continuously in force since their inception, and a few will become permanently continuous. In preparing the annual plans current conditions and other limiting factors were taken into account. An overview of the activities as they were developed from year to year appears in the following statements for the years 1930 to 1936 inclusive.

1930

Activities during the initial year of the program were limited to an intensification and extension of the general reading activities that had been in force prior to 1930 and to the establishment of additional classroom library substations. Preparation was also made for wider pupil activity by building a reading curriculum and the materials of instruction required for it to meet the needs of the youngest classification of pupils required by the laws of Wisconsin to attend the vocational school. This group was the junior division composed of pupils fourteen to sixteen years of age.

1931

During this year curriculum activities were extended upward to include the senior division, also composed of pupils required to attend school, who ranged in age from sixteen to eighteen years. For them a series of information units entitled "Guide Posts in Reading" was prepared. Teachers were also asked to prepare as part of their curriculum work bibliographies pertaining to their special fields of instruction to stimulate a deeper interest in the literature relating to their own work.

1932

A survey was made during 1932 of 8,176 day-school pupils to study their interests in books, magazines, and newspapers. Besides this a special study was made of the same group to determine what books they read during a given six-week period. Following the survey, a Reading-With-a-Purpose Club was organized to interest pupils in classified reading and to stimulate a greater interest in reading generally. In this year, too, the new curriculums for junior and senior pupils were applied for the first time and integrated with the other curriculums for these pupils.

1933

Prior to 1933 pupils were admitted to the vocational school without being tested. The statements from other schools were used to determine their assignments to academic classes. Preparations were made in 1932 to arrange for the testing of incoming pupils some time in 1933. This was accomplished as planned. Since 1933 every incoming pupil in the compulsory-age period of fourteen to eighteen has been given an intelligence test. Special tests are also given to determine ability in certain of the school subjects.

In this year a special study was made of one hundred adult readers and of two hundred pupils of compulsory-school age of whom one-half were active readers and the other half were not. The purpose was to determine what effect the social environment of these three hundred pupils had upon their interest or lack of interest in reading.

1934 - 1935

During the two-year period 1934 and 1935, a reorganization of academic classes was gradually effected that brought pupils together in class groups that were as nearly alike in social interests, educational achievement, and general ability as it was possible to organize them.

A special study was also made during this period of a very small group of young people who could read but did not. They were put in a special environment with a competent teacher for the purpose of determining what could be done along clinical lines for inhibited non-readers.

In this period, too, an organization of reading sponsors was effected. This had its beginning in the interest shown by pupils who were desirous of helping promote the reading program of the school. One such sponsor was appointed for each academic class.

1936

During the current year, 1936, plans have been laid for making a continuous reading survey of new pupils and the organization of special remedial reading classes or clinics for pupils who cannot read but can be taught how to read and for pupils who can read but do not. As stated in Chapter I, teachers who are specially prepared for this work were appointed to take charge of these classes. The plans for this year also include the building of magazine and newspaper reading curriculums for junior and senior pupils.

Evaluation of the Program

The program as far as it has progressed has resulted in very notable gains. The gains have been both qualitative and quantitative in character. In the chapters that follow describing the various activities that have been undertaken to date note has been made of these gains. A final evaluation appears in Chapter X.

CHAPTER III

THE INTENSIFICATION OF THE OLD READING PROGRAM AND THE BUILDING OF THE NEW READING CURRICULUMS

Some Basic Considerations

Both in looking ahead and in considering immediate needs, it was recognized that the movement forward should be along two lines--the one an intensification and an extension of the proved program in force prior to 1930, and the other the establishment of a base on which to build the new program. It was apparent that this meant "digging to bed rock and setting foundations" before attempting to build the desired superstructure.

Only a portion of the faculty was equipped to assist in the comprehensive undertaking. Obviously, before administrative plans could include the entire faculty it was necessary to stimulate a large number of faculty members to participate in the program. Equally obvious was the necessity of revising the curriculum and preparing curriculum materials so that a readjusted faculty could work advantageously when once it assumed its full part of the total responsibility for developing the comprehensive reading program. To that end it was decided to undertake simultaneously the making of the necessary preparations for the new program and the extension of the reading program already in force.

The Extension of the Old Plan

The old program had been successful. In the years immediately preceding 1930 this program had been effective in upgrading and extending the interest of pupils in worthwhile reading. It was assumed that if that plan were extended while preparations for the new program were being made, further improvement could be expected in the school's reading activities. Acting on this assumption, the number of classroom substations was increased in order to extend the services of the school branch library to many more pupils. The number of such substations reached thirty-seven by the end of 1931. This extension of services included one other closely related service. To accommodate many pupils who

could not be taken care of in the regular library at mid-day, certain classrooms were opened up as reading rooms during the noon hour under the charge of competent persons. The quiet of these reading rooms attracted large numbers of persons who were interested not only in book reading but in magazine and newspaper reading also.

In all academic classrooms, as in earlier years, pupils were encouraged by their teachers to use the school library services, given an opportunity to learn first hand on arranged tours what was available to them, and instructed how to use the library facilities and services that had been provided. The success of the extension of the old plan of operation is indicated in the book circulation figures appearing in Table III. The record shows that both the annual total and classified reading per capita had improved from year to year.

The Curriculum Program

The 1924 survey had shown that a large proportion of pupils were non-readers. In none of the classes except special English classes had any formal work been offered in the field of reading. The related and general subjects offered to pupils were taught on the assumption that by and large pupils should be able to read after leaving the common and high schools. Since as a matter of fact, many were not able to do so, or at best only with great difficulty, it was important that something be attempted in a more direct manner to stimulate non-reading pupils to become more actively interested. This purpose naturally necessitated special instruction. Therefore it was planned to put into the school program of every individual in the compulsory school-attendance years a periodic opportunity to do consistent reading by scheduling a semi-formal reading period weekly. The amount of required work was to be light so as not to make the activity irksome. The nature of the offerings was to be such as would arouse the interest of normal pupils. Two courses for junior pupils fourteen to sixteen years of age were determined upon as being desirable. They were prepared by two teachers, Margaret Austin and Helen Conklin, who had been trained to do this type of work.

One course was built for boys and the other for girls. Both courses, though differentiated to meet the special interests

TABLE III

PER CAPITA CIRCULATION OF CLASSIFIED AND FICTION
BOOKS ISSUED TO PUPILS OF THE MILWAUKEE
VOCATIONAL SCHOOL, 1925 TO 1931 INCLUSIVE

Year	Number of Books of Fiction Circulated Per Capita	Number of Classified Books Circulated Per Capita	Total Per Capita Circulation
1925	3.52	.90	4.42
1926	4.49	.96	5.45
1927	4.70	.89	5.59
1928	4.95	1.07	6.02
1929	5.54	1.23	6.77
1930	5.82	1.72	7.54
1931	7.00	2.22	9.22

of each sex, were alike in part. Each gave detailed information about the school's library services, catalogs, the classification of books, library cards, the reading clubs, and other special details. Each also included interesting units of instruction on books, magazines, and newspapers. In each, too, were included many additional units on the different types of reading. Each type, such as fine arts, biography, drama, science, and so on down a long list, was interestingly described and illustrated by excerpts that were selected because of their high interest value. Most of these units contained special bibliographies relating to the types of reading treated in the units. In preparing this survey reading course for each sex, it was kept in mind that the purpose was to motivate potential readers sufficiently to make regular readers of them. By exposing all junior pupils once a week for a school period to choice materials selected to meet the needs of people of their age and school attainment, it was expected that a great improvement in the general interest and activity in reading would take place as soon as the courses were offered. Considerable time was required to get the courses ready. Therefore, this phase of the comprehensive program was one of the first to be given attention. The materials were tested while in the making and became generally available by 1932. Each course consisted of a total of eighty units, each unit representing the

amount a class was expected to cover in a single weekly reading period.

A second reason for having specialists prepare these materials early was to make it easy for teachers to promote reading free of the necessity of creating their materials. There was no more uniformity of interest in reading shown by the teaching staff than by pupils. Some teachers were wide readers while others were not. They represented a wide range of reading interest. Consequently the better prepared teachers were the ones most successful in stimulating their pupils, and the least well prepared of the staff were the least successful in promoting reading among pupils. The preparation of the two reading courses by specialists was undertaken to assist all teachers, but particularly the weaker teachers. It was definitely certain that if a teacher's responsibilities among other things included that of conducting a reading period weekly with his pupils, he would also be exposed to this instruction and thereby be motivated in the same manner as his pupils.

The preparation of course material did not stop with the organization of two courses for junior pupils. Senior pupils sixteen to eighteen years of age were also given weekly opportunities within the school day to read. The program for them was more liberal. Instead of following through a set course, they were given considerable latitude under proper guidance. For them were prepared by Lucile Dudgeon, the school's reading adviser, a series of units entitled "Guide Posts in Reading." These were prepared for ten major fields, with a number of different units in each field. The covers of the units were illustrated with markers in the form of guide posts on which appear the titles of the units. The following outline covers the units that were prepared.

Outline for Guide Posts in Reading

- I. Art --- The Road to Art and Beauty
 1. Personal Glimpses of Singers and Musicians of Today
 2. Paint, Pictures, and Pleasures

- II. Biography -- The Road to People
 - 1. Men and Women of Courage and Action
 - 2. Personal Experiences
 - 3. Actors, Artists, and Musicians
 - 4. Men and Women Who Served
 - 5. Strangers on Our Shores
 - 6. They Were First
 - 7. They Were Leaders
- III. Fiction -- The Road to Narration
 - 1. Famous People in Fiction
 - 2. Modern American Writers
 - 3. Modern Foreign Writers
- IV. History -- The Road to the Past
 - 1. The Sun Never Sets--England
 - 2. America and Her History
 - 3. Far Away and Long Ago (Greece, Rome, Middle Ages)
 - 4. Under the Tricolor--France
- V. Literature -- The Road to Great Books
 - 1. The Play's The Thing--Drama
 - 2. The Magic of Words--Poetry
- VI. Philosophy and Psychology--Trail to Great Thinking
 - 1. Self Development (Psychology)
 - 2. Ideas of Interesting People (Philosophy)
- VII. Science
 - A.--The Road to Science and Invention
 - 1. Great Moments in Science (Invention)
 - 2. Pageant of Transportation
 - 3. Tune in That Program (Radio)
 - 4. We're in the Movies Now (Movies)
 - B.--The Trail of Nature
 - 1. The Earth and Its Wonders
 - 2. All Out of Doors
 - 3. Animal Stories
 - 4. Following the Big Top (Circus)
- VIII. Social and Political Science -- The Broad Highway to People
 - 1. The Relationship of the United States with Foreign Countries
 - 2. How We Govern Ourselves (Civics)
 - 3. How We Live with Each Other (Sociology)
 - 4. How We Make Our Living (Economics)
- IX. Travel
 - A.--The Road to Exploration
 - 1. Great Moments in Exploration
 - 2. The Conquest of the Poles
 - 3. Strange Names and Strange Places
 - B.--Four Corners of the Earth
 - 1. Desert Islands
 - 2. Africa--The Dark Continent
 - 3. Europe--Our Foster Mother

4. North America--See America First
5. The Orient--All the Mystery and Glamour of the East
6. The Sea--Far Horizons
7. South America--Forests and Jungles
8. The South Seas--Palms and Cannibals

- X. Useful Arts -- The Practical Path to Useful Arts
1. Where We Make Our Living (Industrial)
 2. Comfort, Happiness, and Home (Homemaking)
 3. Commercial Efficiency (Commercial)

Each guide post was prepared so as to present a variety of interesting books to the pupil's attention. The names of books and their authors were significantly boxed in in rectangles next to the left margins of the pages. Anecdotes about the subject or author appeared in nearby paragraphs which aroused an interest in the materials treated. The statements were not long and were set up in easy readable language. The following is an example taken from Guide Posts Series II dealing with biography, entitled "Personal Experiences."

Gandhi

We, of the western world, see in Gandhi a thin little brown man, emaciated, toothless. We look at this strange god of the East and say: "Why, he's only a frail little man."

Yet, not so long ago, this same strange little brown man balanced the fate of the British Empire in his bony hands.

What is his power? What is his secret?
Is he a saint? Is he a fool? Does he think
he can upset the world?

Gandhi tells a story of his boyhood and it runs thus.

When he was a small boy, his mother often gave lessons to her children. During one of these lessons, a deadly scorpion ran across the floor of the room.

The mother's feet were bare, and the soles were painted red. She rouged her feet every day after the morning prayer for she liked to carry the pleasant odor and beauty of her prayers about her as she engaged in her daily tasks.

The scorpion ran straight toward the beautiful painted feet, and Gandhi cried out in alarm:

"Mother! A scorpion! It will bite you! Kill it!"

His mother said quietly:

"Be still, my son. If you do not frighten it, I shall not be hurt."

THAT
STRANGE
LITTLE
BROWN
MAN

by
F. B.
Fisher

Calmly, she watched the insect crawl upon her heel and then loosened the silk scarf from her shoulders.

Carefully, she reached down, picked up the scorpion and dropped it out of the window.

"Now it will neither harm me, nor I it," she said.

The interesting allegory lies in the fact that Gandhi's attitude toward the western world is, in part, the same attitude his mother had towards the scorpion.

MAHATMA

GANDHI

by

R. Rolland

Gandhi knows the white world would bite, if he struck at it. So he uses a silk scarf against us--are we to be dropped out of the window?

This strange little brown man deserves some study. Read more about him.

Building Bibliographies

In the previous section it was stated the reading course were prepared for the purpose of helping teachers as well as pupils and that they were prepared by specially trained persons. The fact was recognized, however, that doing things for people has limitations as well as advantages, and that any program in its entirety would be more successful the more extensively the faculty participated in its preparation and promotion.

In accordance with this belief it was planned to have the instructional staff do two specific things. It was proposed through the division of instruction and research, the successor to the old teacher training and research division, to have each instructional department prepare for all courses as complete bibliographies as possible. This was to hold for practical shop courses as well as for the academic courses. Shop analyses were thoroughly prepared studies that covered everything from the practical work down through all the related subjects. The division used printed forms for each practical and related category and definitely included one form for the preparation of bibliographies. Outlines of courses and units of instruction were prepared for various types of instruction on the basis of the content of these analyses. The division in asking teachers to prepare bibliographies did not in any way indicate that this preparation was to have any particular place in a comprehensive reading program. In fact no mention was made to the faculty prior to the fall of 1932 that any such comprehensive program was under

consideration. This was in line with the administrative policy to integrate new ventures with old routine with a minimum of lost effort and dislocation. The purpose was, however, through the division of instruction and research to direct attention to the literature available in the fields of science and the useful arts with which science, shop, and laboratory teachers had to do.

Toward the end of 1931 and early in 1932 faculty members were asked to assist the reading adviser in preparing special book lists on subjects in their fields suitable for pupils attending the school. In the fall of 1932 these were printed on colored paper and in attractive style. They were cut to the size of a standard library card and were easily carried by the pupil reader. The book lists could have been prepared by the adviser and the librarians. In asking each teacher to prepare the list for his special field the "ground was being prepared" for more effective teacher participation when the new program became fully operative.

It must be apparent that this particular phase of the preparatory work cannot be measured so far as its effect upon a teaching staff is concerned. To be sure, the productive work could be quantitatively determined and its value qualitatively scrutinized. Nevertheless, intangible though this might seem to be, a rather definite effect was almost immediately noticed. Not long after these lists had been asked for, the business office was in receipt of requests to purchase books for shop and laboratory libraries for pupil use notwithstanding that no special suggestion had been made to teachers of shop and laboratory courses to establish such permanent libraries. It is true there had been a few such small libraries before, but it was not until the request to prepare bibliographies had been made in the building of course materials in the division of instruction and research and to prepare book lists for the reading adviser that this movement got a real start. Since that time there has been a steady flow of such orders, indicating that as an administrative technique the plan of encouraging teacher participation in the preparatory work was premised on a sound principle.

Summary of the 1930 and 1931 Comprehensive Reading Program Activities

1. Two kinds of activities were undertaken during 1930 and 1931:

- a) Two specialists prepared eighty very interesting units of instruction for a special reading course for junior boys and a similar course for junior girls.
 - b) The old reading program was continued in the same manner as it was administered prior to 1930, but it was extended more widely through the school so as to reach more pupils.
2. Substations in classrooms were increased in number from eleven to thirty-seven.
 3. Noon-hour reading rooms were established.
 4. Teachers of the practical subjects were asked to prepare bibliographies for their fields as part of their regular curriculum work.
 5. Teachers of the practical, academic, and special subjects were asked to prepare book lists for the reading adviser.
 6. In the two-year period the annual per capita book circulation of the school rose from 6.77 to 9.22.
 7. Teachers of their own initiative took a deeper interest in establishing permanent shop and laboratory libraries, and have sustained that interest to this day.

CHAPTER IV THE GENERAL FINDINGS OF THE SURVEY OF 1932

The General Plan for 1932 and 1933

By the fall of 1932 it was concluded that enough progress had been made with the preparatory work, and pressure from troublesome depression problems on the administrative staff had eased sufficiently, to warrant the announcement of a plan of action to the faculty concerning the more comprehensive program of appraisal, promotion, and experimentation that was to be undertaken in the field of reading. The plan was to be made operative on three fronts. The first was to secure more facts about the reading interests and habits of the school population. To this end it was planned to make a general school-wide survey, hereafter to be referred to as the Survey of 1932, a special study of the book reading of the same pupils for a given six-week period, an inquiry into the social factors that encouraged a given number of readers to read, and a similar inquiry into the social factors that inhibited a like number of non-readers from reading.

On a second front it was proposed to launch a program of definite instruction in the junior and senior divisions and apply the curriculum materials that had been specially prepared for the purpose. In addition it was proposed to sustain the interest previously developed in voluntary reading.

On the third front it was planned to conduct two experiments. One was to organize a different type of reading club, to be known as the Reading-With-a-Purpose Club, to determine whether or not there was a place for a different type of reading club and how much influence it would have upon the quality of pupils' reading. A second experiment was to take a small number of individual cases of non-readers who were inhibited by their social environment and test a remedial program that was planned to motivate them to read. Consideration was also given to experimenting with congenial groups of persons on various age levels who were brought together socially to talk over book interests.

These various activities are described in Chapters IV to

X inclusive. In this chapter consideration is given to the purposes of and the methods employed in making the survey of 1932. The data and specific findings pertaining to book, magazine, and newspaper reading of this survey are treated in detail in Chapters V, VI, and VII respectively.

The Purposes of the Second Survey

The purposes of the second survey were two-fold: first, to study the school population attending the vocational school in 1932 for the same kinds of facts as were secured in the 1924 survey; and second, to penetrate some of the areas of investigation more deeply in order to secure more significant facts about the characteristics of vocational-school pupils than had been revealed by the earlier study. The two surveys were sufficiently far apart in time to insure the study of two entirely different populations.

The two surveys covered youth of the age period of fourteen to eighteen years who were either employed or seeking employment, and attending a school established to continue the education of the out-of-school groups. The school populations surveyed in 1924 and 1932 were, therefore, comparable in a number of important respects. Their major difference lay in their grade achievement in the full-time schools. This difference was the result of more stringent school requirements which had compelled the 1932 group to remain in school until higher grades had been attained than were reached by the 1924 group which was not subjected to these higher requirements. Obviously, if, notwithstanding this difference in grade attainment, certain characteristics were discovered to be common to both the 1924 and 1932 populations studied, these characteristics should be taken into account by the school's educational staff in any further development of the reading program that might be undertaken. The staff was not disappointed in securing such significant findings.

The Methods Employed in Making the Survey

Two questionnaire forms¹ were used. One of them covered the personal data, newspaper and magazine reading interests and library interests of the persons surveyed. The second was a form

¹See Appendix, pp. 150-153.

for reporting the book reading that the individual making the report had done during the previous fortnight. The first questionnaire was carefully filled in by each pupil under instructor supervision. The second was also prepared under guidance of an instructor but given three times at two-week intervals so as to cover a six-week period. The pupils were not informed in advance that three such reports were to be made. This plan was employed to overcome what the writer thought was a weakness in the 1924 survey. It was felt that in the first survey many pupils in attempting to report six months' reading probably attempted to report all the books they could remember having read, which would tend, to that extent, to make the total report something other than just the current reading of a half year. The chance for inaccuracy in using three consecutive two-week periods as the span of time in which to check the book reading of those surveyed involved no strain upon any memory and insured a high degree of validity. This was further insured by asking each pupil to give a few salient facts about the books and authors reported on the blanks supplied for reporting book reading, so as to give the reviewer a chance to note whether or not the books had been read and not just reported by title.

The general questionnaire was so arranged that the pupils checking needed only to put crosses in the appropriate places, except when required to give names of publications. With reference to age and length of school attendance calculations were made in half-year periods. The forms were set up in a manner which made it very easy to calculate the age by whole years and six-months periods by merely referring to marginal figures appearing in the check-forms and then writing the answer in a space designated for the purpose.

The data were taken from the large questionnaire form and transferred to Hollerith cards and finally tabulated on the Hollerith Machine by trained operators.

The Distribution of the Population Surveyed

The following tables indicate how the population surveyed was distributed. Table IV shows the classification by types of instructional divisions. It is significant that vocational interest is distributed in four general fields of large importance--commercial, homemaking, industrial and technical. A further

analysis of these interests in the subdivisions of these fields was not made in this survey. The school records of the time would show, however, that this interest is distributed over a very wide range of occupational activities. In this respect the vocational-school pupils are representative of community interest in the vocational life of the city.

TABLE IV
DISTRIBUTION OF THE VOCATIONAL SCHOOL POPULATION
ACCORDING TO SEX AND INSTRUCTIONAL DIVISIONS

Instructional Division	Number of Young Men	Number of Young Women	Total Number of Individuals Surveyed
Apprentice	404	188	592
Commercial	190	1,208	1,398
Homemaking	1	3,035	3,036
Industrial	3,110	3	3,113
High School	25	12	37
Totals	3,730	4,446	8,176

Milwaukee covers a territory of forty-four square miles and is divided into twenty-seven wards. Table V shows how the population surveyed was distributed by wards. Not all the wards in the city are alike in size. The population under consideration, while greater in some wards than others, is representative of the whole city. An inspection of the table shows that the third ward of the city had the least number of residents, with a population of 113 pupils, and the fourteenth ward the greatest number, with a population of 702 pupils. If the population of all the wards were averaged, the average for each ward would be 292 pupils. The range between the least and the greatest numbers is 589. Non-residents resided in urban and rural areas adjacent to Milwaukee.

This distribution of the pupils attending the school is very significant for the purpose of this study because the evaluation of the comprehensive reading program depends upon a comparison of several services rendered to a city-wide population. Had the vocational-school pupils been drawn from the immediate vicin-

ity of the school only, the evaluation made in Chapter X would not be of comparable services and therefore not valid. The distribution of the vocational-school population shown in Table V shows conclusively that the pupils attending the school come from every ward of the city and that a substantial number of them reside in every ward.

TABLE V

DISTRIBUTION OF THE VOCATIONAL SCHOOL POPULATION
ACCORDING TO SEX AND LOCATION BY
WARDS OF THE CITY OF MILWAUKEE

Ward	Number of Young Men	Number of Young Women	Total Number of Individuals Surveyed
1.....	105	76	181
2.....	168	114	282
3.....	68	45	113
4.....	86	142	228
5.....	174	131	305
6.....	162	130	292
7.....	159	127	286
8.....	155	118	273
9.....	115	85	200
10.....	195	255	450
11.....	161	193	354
12.....	188	323	511
13.....	174	191	365
14.....	286	416	702
15.....	68	116	184
16.....	134	251	385
17.....	116	233	349
18.....	30	139	169
19.....	64	123	187
20.....	152	124	276
21.....	118	183	301
22.....	113	126	239
23.....	105	116	221
24.....	221	286	507
25.....	139	155	294
26.....	77	94	171
27.....	66	60	126
Non-Residents.	131	94	225
Totals....	3,730	4,446	8,176

The same population was also studied for significant age groupings as, (1) juniors, pupils between fourteen and sixteen

years of age; (2) seniors, pupils between sixteen and eighteen years of age; and (3) adults over eighteen. The distribution is shown in Table VI. This distribution is significant because it shows that the pupils studied belonged to a wide range of ages. A little over nine hundred of the total group were under sixteen years of age, and almost twice that number were adults over eighteen. The pupils studied were, therefore, almost as representative in range of ages as the patrons who patronize the public libraries. The only age-group which patronizes public libraries that is not included in the vocational-school body is the group under fourteen. Such a wide range in age would naturally represent a wide diversity of interests due to the various levels of maturity these pupils had attained. This diversity of interest would practically approximate that of the population in the community at large.

TABLE VI
DISTRIBUTION OF THE VOCATIONAL SCHOOL POPULATION
ACCORDING TO AGE GROUPINGS

Age Grouping	Number of Young Men	Number of Young Women	Total Number of Individuals Surveyed
Between 14 and 16 years of age.....	388	540	928
Between 16 and 18 years of age.....	2,387	3,104	5,491
Over 18 years of age	955	802	1,757
Totals.....	3,730	4,446	8,176

The population was also studied with respect to the factors of compulsory or voluntary attendance. These facts are given in Table VII. This table shows that a very large part of the total group, over 21 per cent, were voluntary pupils. It can be shown from the school records that many of those required by law to attend school extended their attendance beyond the required legal minimums. If we neglect the latter group and consider as voluntary only those who were under no legal compulsion to attend, the ratio between the voluntary and compulsory

groups was approximately as one is to four. By March, 1936, this ratio had changed considerably in favor of the voluntary group. The ratio then was approximately as one is to three. The presence of a large body of highly-motivated pupils in a school tends to influence favorably the group under compulsion to attend. The general effect would be favorable to the successful development of a comprehensive reading program.

TABLE VII
DISTRIBUTION OF THE VOCATIONAL SCHOOL POPULATION
ACCORDING TO COMPULSORY OR VOLUNTARY
ATTENDANCE

Kind of Attendance	Number of Young Men	Number of Young Women	Total Number of Individuals Surveyed
Compulsory	2,775	3,644	6,419
Voluntary	955	802	1,757
Totals	3,730	4,446	8,176

Another study was made of the same young people with respect to the length of time they had been students of the Milwaukee Vocational School. Table VIII shows this distribution.

TABLE VIII
DISTRIBUTION OF THE VOCATIONAL SCHOOL POPULATION
ACCORDING TO LENGTH OF SCHOOL ATTEND-
ANCE AT THE MILWAUKEE VOCATIONAL SCHOOL

Period of Attendance	Number of Young Men	Number of Young Women	Total Number of Individuals Surveyed
One year and less	2,593	3,117	5,710
One to two years	650	903	1,553
Two to three years	320	366	686
Three to six years	167	60	227
Totals	3,730	4,446	8,176

This table is very significant because it shows that the pupils of the school are members of a flowing group. Almost three-fourths of the total had been in school one year or less. A study of the facts shown in this table makes clear that in planning instruction it is necessary to take the time element into account if the work in reading is to be administered so as to secure efficient results within short periods of time. In evaluating the effectiveness of the reading program for the years it has been in force, it must be recognized that the vocational school is subjected to time limitations which are more severe than those under which the general schools instructing sheltered groups operate.

A further study was made of these groups according to grade completed before transferring to the Milwaukee Vocational School. Table IX shows this distribution. The wide spread in

TABLE IX

DISTRIBUTION OF THE VOCATIONAL SCHOOL POPULATION
ACCORDING TO GRADES COMPLETED IN THE SCHOOL
LAST ATTENDED BEFORE ENTERING THE
MILWAUKEE VOCATIONAL SCHOOL

Grade	Number of Young Men	Number of Young Women	Total Number of Individuals Surveyed
Below VI	37	47	84
VI	77	55	132
VII	347	212	559
VIII	1,708	1,994	3,702
Grade School Totals....	2,169	2,308	4,477
IX	827	987	1,814
X	382	652	1,034
XI	107	99	206
XII	202	344	546
High School Totals....	1,518	2,082	3,600
XIII	23	21	44
XIV	11	18	29
XV	2	6	8
XVI	7	11	18
College or Uni- versity Totals	43	56	99
Grand Totals	3,730	4,446	8,176

grades completed, like the wide spread in age, suggests a great diversity of interest and ability in the pupils studied. Such a distribution gives an indication of how varied the reading program of the school must be if it is to reach all these pupils and be effective.

The employment status of the pupils studied was also investigated. Table X shows the distribution on this basis. The fact that one out of every four was employed shows that a fourth of the total group had interests different from the rest of the group. Occupational connections in many fields are likely to motivate reading along lines that are in part different from those followed by an unemployed group. Employment tends, therefore, to diversify reading interests and so becomes a factor in a reading program which is designed to meet the needs of young workers.

TABLE X
DISTRIBUTION OF THE VOCATIONAL SCHOOL
POPULATION ACCORDING TO
EMPLOYMENT STATUS

Employment Status	Young Men	Young Women	All Young Men and Young Women
Per cent of total employed.....	29.57	21.59	25.23
Number employed for pay.....	1,103	960	2,063
Number unemployed	2,627	3,486	6,113
Totals....	3,730	4,446	8,176

When collective consideration is given to all the foregoing facts, it becomes apparent that the group studied was one consisting of persons widely different in age, general ability, maturity, educational achievement, vocational interest, and employment status. Such a population, highly mobile, representing a great diversity of interests, naturally presents to the educational staff of the school it attends, a problem quite different from that which faces educational staffs of schools whose population moves only periodically and is fixed for definite periods of time. The vocational-school pupils are more like the patrons of

the public library in a large number of respects than they are like the graded groups of any given kind of general school on the elementary, secondary, or junior college levels. This fact is of importance in evaluating the comprehensive reading program which the vocational school undertook to stimulate the reading interests and activities of the large diversified group of pupils it serves.

Summary of the General Findings of
the Survey of 1932

A study of the data secured in the survey of 1932 shows that 3,730 young men and 4,446 young women, or a total of 8,176 young people made reports concerning their reading interests and such other items of information as they were asked to give. Five hundred ninety-two were registered in the apprentice, 1,398 in the commercial, 3,036 in the homemaking, 3,113 in the industrial, and 37 in the adult high-school division. These pupils were drawn from the twenty-seven wards of the city or a territory of forty-four square miles. They ranged from fourteen to thirty-five or more years of age. A little less than a thousand were under sixteen years of age, 5,491 were between sixteen and eighteen, and 1,757 were over eighteen.

Of these young people 5,710 had been in the vocational school one year or less, 1,553 two years or less, 686 three years or less, and 227 three to six years.

Before registering in the vocational school, 4,477 had attended common schools only. Of this number 3,702 had completed the eighth grade. Three thousand six hundred pupils had attended high school before coming to the vocational school and 546 of them had completed high school. Ninety-nine pupils had attended some college or university.

Of the total number of 8,176 pupils, 2,063 or 25.23 per cent were employed and 6,113 or 74.77 per cent were unemployed.

CHAPTER V
THE FINDINGS OF THE READING SURVEY OF 1932
IN REFERENCE TO BOOK READING

The Place of the Survey of 1932 in the
Comprehensive Reading Program

The development of a comprehensive reading program depends upon reliable information concerning the pupils for whom such a program is organized. Facts concerning their abilities, schooling, home environment, employment, reading habits, and interests in books, magazines, and newspapers are all vital to the educational staff interested in stimulating and extending reading interests. The survey of 1932 was undertaken with the hope that interesting and significant information would be secured to enable the educational staff to develop the annual supplementary plans along efficient lines. The survey proved helpful in this respect. On the basis of the findings secured, several adjustments in the comprehensive reading program were made and others are yet to be made. The findings have also been valuable in showing what other investigations need to be made to secure additional information that will be valuable in developing the basic plans made in 1930.

The Specific Objectives Concerning
Book Reading

Significant facts about the book reading of the young people attending the vocational school were sought in the 1932 survey. First, it was desired to know how extensively the whole population of 8,176 persons covered by the study was using the public library service, what kind of reading they pursued, and to what extent employment or the lack of it affected their book reading. Next it was sought to determine the effect of age, sex, grade attained, and required school attendance upon their reading of books.

The total population of 8,176 persons included people whose ages ranged from fourteen years up to well above thirty-five, and whose grade attainment at the time of entering the

TABLE XI

DISTRIBUTION OF 3015 YOUNG MEN CLASSIFIED ACCORDING TO AGE
AS OF JANUARY 1, 1933, AND GRADE COMPLETED AT THE TIME
THEY ENROLLED IN THE MILWAUKEE VOCATIONAL SCHOOL

Grade	14-0	14-6	15-0	15-6	16-0	16-6	17-0	17-6	18-0	18-6	19-0	19-6	20-0	Total
VII	..	..	..	..	51	77	91	78	27	..	..	..	..	324
VIII	24	44	99	129	214	267	336	332	99	..	..	..	..	1544
IX	..	..	28	47	103	140	158	169	70	..	..	..	..	715
X	..	..	..	..	30	47	76	82	30	..	..	..	..	265
XI	..	..	..	..	..	..	17	19	18	..	..	..	..	54
XII	..	..	..	..	..	..	..	..	26	28	22	20	17	113
Totals ..	24	44	127	176	398	531	678	680	270	28	22	20	17	3015

TABLE XII

DISTRIBUTION OF 3963 YOUNG WOMEN CLASSIFIED ACCORDING TO AGE
AS OF JANUARY 1, 1933, AND GRADE COMPLETED AT THE TIME
THEY ENROLLED IN THE MILWAUKEE VOCATIONAL SCHOOL

Grade	14-0	14-6	15-0	15-6	16-0	16-6	17-0	17-6	18-0	18-6	19-0	19-6	20-0	Total
VII	..	..	..	..	22	47	53	69	10	..	..	..	..	201
VIII	45	67	123	185	280	355	376	392	107	..	..	..	..	1930
IX	..	..	29	52	146	193	241	229	66	..	..	..	..	956
X	..	..	..	..	70	119	155	189	67	..	..	..	..	600
XI	..	..	..	..	..	..	27	24	21	..	..	..	..	72
XII	..	..	..	..	..	..	..	..	36	43	46	45	34	204
Totals	45	67	152	237	518	714	852	903	307	43	46	45	34	3963

vocational school included all school levels from the fifth grade through six years of university work. A considerable number of the most advanced pupils had received bachelor's or master's degrees from colleges or universities before entering the vocational school. All of them were studied with respect to their book reading interests and habits as evidenced by their use of the public library book circulation service. For the more special studies which were undertaken to determine the effect of age, school grade completed, and required school attendance upon the book reading of each of the sexes, it was necessary to restrict the investigation to that portion of the total population studied that could be distributed into age and grade groupings for which enough cases were available to make the findings valid. This limitation restricted the area of investigation for these special purposes to 3,015 young men and 3,963 young women ranging from fourteen to twenty years of age and in grade attainment from grade VII to grade XII inclusive. This eliminated all the older people over twenty years of age and those whose general education was either below grade VII or above grade XII. The restricted distributions are given in Tables XI and XII for young men and young women respectively.

Pupil Use of the Public Library Service

Each of the 8,176 pupils in school in 1932 was asked to state whether or not he had ever secured a public library card of his own and whether or not he was using the card. On the basis of the replies given pupils were classified first as owners or non-owners of public library cards and second as users or non-users of the cards they owned. Table XIII gives the distribution as to card ownership and Table XIV as to card use.

A study of Table XIII reveals that seven out of eight of the young men and nine out of ten of the young women had at some time prior to the survey secured public library cards. In the 1924 survey no inquiry was made concerning this item. Therefore it is not possible to compare the 1924 and 1932 populations as to library card ownership.

For all practical purposes it may be concluded from the facts contained in Table XIV that for each of the young men who were drawing books from the public library there was another young man who did not use the service, and for each six of the

young women who used the service there were four who showed no interest in it.

TABLE XIII

PERCENTAGE DISTRIBUTION OF 3,730 YOUNG MEN AND 4,446 YOUNG WOMEN ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN NOVEMBER AND DECEMBER, 1932, CLASSIFIED AS OWNERS OR NON-OWNERS OF PUBLIC LIBRARY CARDS

Status of Public Library Card Ownership	Number of Young Men	Per Cent of Young Men	Number of Young Women	Per Cent of Young Women	Total Number of Individuals	Per Cent of All Individuals
1. Card Owners	3,252	87.18	4,050	91.09	7,302	89.31
2. Non-Owners	478	12.82	396	8.91	874	10.69
Totals	3,730	100.00	4,446	100.00	8,176	100.00

TABLE XIV

PERCENTAGE DISTRIBUTION OF 3,730 YOUNG MEN AND 4,446 YOUNG WOMEN ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN NOVEMBER AND DECEMBER, 1932, CLASSIFIED AS USERS OR NON-USERS OF THE MILWAUKEE PUBLIC LIBRARY BOOK CIRCULATION SERVICE

Status as to Use of Service	Number of Young Men	Per Cent of Young Men	Number of Young Women	Per Cent of Young Women	Total Number of Individuals	Per Cent of All Individuals
1. Users	1,909	51.18	2,651	59.63	4,560	55.77
2. Non-Users	1,821	48.82	1,795	40.37	3,616	44.23
Totals	3,730	100.00	4,446	100.00	8,176	100.00

A comparison of the facts presented in Tables XIII and XIV shows further that approximately one third of the population which had been induced to secure cards had discontinued using them. The comparisons for the two sexes with respect to loss of interest in books are shown in Table XV. In this table the difference between the total percentage of card owners and that of the active card owners represents the percentage for the inactive

card owners. This is 33.54 per cent for the two sexes or practically one third of all who had secured cards.

TABLE XV

PERCENTAGE DISTRIBUTION BY SEXES OF THE PUBLIC LIBRARY CARD OWNERS ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN NOVEMBER AND DECEMBER, 1932, CLASSIFIED AS USERS OR NON-USERS OF LIBRARY CARDS

Status of Library Card Owners as to Use and Non-Use of Cards	Per Cent of Young Men	Per Cent of Young Women	Per Cent of Total Number Surveyed
1. Users of cards.....	51.18	59.63	55.77
2. Non-users of cards.....	36.00	31.46	33.54
Total Card Owners.....	87.18	91.09	89.31

The Stationary Ratio of Book Readers to Non-Readers

At this point the significant fact may be noted that both in 1924 and 1932 the proportion of each population surveyed that drew books was almost identical. In 1924, 56 per cent of the group surveyed were actively drawing books from the public library, and in 1932 55.77 per cent were doing so. The difference between the two periods was a negligible .23 per cent.

Put in another way the same fact may be stated thus: The non-users of the public library book circulation service constituted 44 per cent of the 7,065 pupils surveyed in 1924, and 44.23 per cent of the 8,176 pupils studied in 1932. If we were to assume a similar ratio of users to non-users for all the intervening years, we would be assuming that the ratio was stationary during these eight years. We cannot say positively that such was the case exactly, but we are probably justified in assuming that by and large a proportion somewhat over half the population of the Milwaukee Vocational School during this period of years read books which they secured from the public library, and that a proportion a little over forty per cent did not.

The importance of the fact that 44 per cent of two populations surveyed eight years apart at times when the attendance

of neither group overlapped that of the other were non-readers of public library books becomes more significant when we take into account the marked change that occurred during the same period of time in the amount of reading that the readers in both groups accomplished. In 1924 the book circulation of the public library branch in the vocational school averaged a little over four books per pupil for the school year. The per capita per year in 1932 had risen to the high figure of 10.52 books.

During the eight years under consideration all pupils in attendance at school at any given time, whether users or non-users of the library service, were subjected alike to such mass stimulation as the school's educational staff was currently exerting. From the comparative data derived from a study of the use the 1924 and 1932 populations made of the library services available to them, we are forced to conclude that two unlike groups are currently present in any large school population. One group is resistant and unresponsive to methods that are directed to the mass of pupils as a whole, and the other is responsive and highly receptive to such methods and likely to become more so as facilities and services are increased and improved. We must conclude from the data presented that that portion of the school population which is unresponsive is probably so because of hindrances or obstructions that increased facilities and additional personnel fail to overcome when the stimulation exerted is along mass lines. The probabilities are that the difficulties are personal with the unresponsive pupils and are due to certain disabilities and inhibitions that are operative in their individual cases. Thus there is raised the question: What is the nature of the problem to be solved in the resistant unresponsive area of the school population? It is quite evident that the difficulty lies in a fundamental hindrance--the probable inability of pupils to read fluently and well. Were the non-readers fluent competent readers they would be able to respond to stimuli such as the readers react to enthusiastically. Judd dwells upon this in an article he prepared for students of adult education. He says:

There are a great many persons whose attitude toward intellectual matters is quite definite but not at all understood by themselves. For example, there are a great many people who are afraid of reading. They went to school and learned to read after a fashion, but they did not cultivate the ability to the point where they can read easily. As time passes and the days of schooling become more remote,

their disinclination to read because of their lack of fluency matures into a dread of the arduous task involved in extracting meaning from a printed page. They dislike reading and avoid it except when driven to it by the most urgent motives. If we examine such people, one often finds that in a formal sense they can read, but they read slowly and with tension. Such poor readers are readily fatigued by reading and they avoid it.¹

In the same article Judd says further concerning the non-reader, "If he were a fluent reader, he would find books and would take time to read them."² This suggests the presence of psychological and mechanical obstructions which deter the non-reading group. If we hope to solve the problem, even though the solution may be only a partial one, we must find ways of overcoming these obstructions and hindrances. No mass attack will do for this. Much laborious work will be necessary, for it will require careful diagnosis of each individual non-reader, and individual prescription for him. It is quite probable that this will necessitate a considerable expenditure of time, effort, and resources, because the group of non-readers of books as shown in the findings in the two surveys is but 12 per cent less than the group of readers.

In Chapter XIII of this report is given an account of an effort that was made to study some cases of non-readers for the purpose of getting a little better understanding of what deters some young people of working age from reading.

The Six-Week Study of Book Reading

The special study that was made of the book reading of the 8,176 persons covered by the survey during a period of six weeks beginning November, 1932, and reported upon fortnightly, was undertaken to check the statistical findings reported in the general study bearing on the reading of public library books. It was also made to analyze the character of the reading of these pupils with respect to their interests in classified works and fiction. Table XVI shows how many books were read by each sex in these two major fields. The distribution also indicates that the group of readers read from one to a dozen or more books in the period of six weeks. No study was made to determine how many of

¹Charles Hubbard Judd, "Understanding Our Hindrances," Journal of Adult Education, (June, 1930), 240.

²Ibid.

TABLE XVI

DISTRIBUTION BY NUMBER AND CLASSIFICATION OF BOOKS
READ DURING A SIX-WEEK PERIOD BY YOUNG MEN AND
WOMEN WHO ATTENDED THE MILWAUKEE VOCATIONAL
SCHOOL IN NOVEMBER AND DECEMBER, 1932.

Number of Books Read	Fiction			Classified		
	Number of Young Men	Number of Young Women	Total Number of Individuals	Number of Young Men	Number of Young Women	Total Number of Individuals
1	773	1,098	1,871	544	455	999
2	463	770	1,233	161	148	309
3	270	521	791	63	49	112
4	123	221	344	24	21	45
5	62	130	192	9	17	26
6	34	69	103	6	5	11
7	22	31	53	4	2	6
8	13	22	35	3	4	7
9	11	10	21	...	1	1
10	9	21	30	...	1	1
11	5	5	10	...	2	2
12	3	4	7	1	...	1
Over 12	4	8	12	1	1	2
Total Num- ber of Book Readers	1,792	2,910	4,702	816	706	1,522
Total Num- ber of Non- Readers	1,938	1,536	3,474	2,914	3,740	6,654
Total Num- ber of Pupils	3,730	4,446	8,176	3,730	4,446	8,176

the readers reporting for each field read in both.

An analysis of Table XVI shows that when all the readers who have read from one to three books have been accounted for in each field the number includes at least 80 per cent of the fiction readers and 90 per cent of those who pursued classified interests. Those who read more than three books were a part of the small minority which represents the group of fluent and highly motivated readers.

Several conclusions may be made concerning the data presented in Table XVI. First a comparison may be made of the amount of classified reading with the reading of fiction.

Table XVI has been rearranged in the form of comparative percentages in Table XVII. In the 1924 survey an analysis of the character of the reading of the pupils in school as reported by them revealed that 15.8 per cent of the boys' and five per cent of the girls' reading was in classified books. In the 1932 report for the six-week investigation is found a remarkable improvement in the ratios for classified books. The young men reported 31.29 per cent and the young women 19.52 per cent of their total reading in the classified fields. These percentages were twice the amount of classified reading reported by the boys and four times that reported by the girls in 1924. Accordingly, so far as the readers were affected, the social and educational forces that had been at play during eight years had contributed to a heightened interest in more serious reading.

A second significant conclusion may be drawn concerning the validity of the reports the young people made as to their book reading on the questionnaire returns in 1932. The tabulation of the questionnaire returns indicated that the young people

TABLE XVII

COMPARISON BY COUNT AND PERCENTAGES OF THE CLASSIFIED
AND FICTION BOOKS READ DURING SIX WEEKS BY THE YOUNG
PEOPLE ATTENDING THE MILWAUKEE VOCATIONAL
SCHOOL IN NOVEMBER AND DECEMBER, 1932.

Sex	Number of Books Read			Percentages of Books Read		
	Fiction	Classified	Total	Fiction	Classified	Total
Young Men	1,792	816	2,608	68.71	31.29	100.00
Young Women	2,910	706	3,616	80.48	19.52	100.00
Young People	4,702	1,522	6,224	75.55	24.45	100.00

collectively consisted of 55.77 per cent readers and 44.23 per cent non-readers. That they did not misrepresent their reading practices is to be noted in the fact that the collective interest of the same group in a six-week period revealed that 57.51 per cent were readers and 42.49 per cent were non-readers as represented by their largest area of reading interest--fiction. Since these percentages exceed the questionnaire percentages by the narrow margin of 1.74 per cent, we may conclude that the report in the questionnaire is for all practical purposes accurate.

The Books Read Most Frequently

An analysis was made of the fiction reported by both sexes during the six weeks the special study was made. Table XVIII gives a list of fifteen titles reported in the order of their popularity by the young men, and Table XIX a similar list for young women. The titles listed indicate that pupils are interested in many well-known and desirable books but do not entirely forsake some that teachers and librarians do not rate high.

TABLE XVIII

A LIST OF FIFTEEN TITLES OF FICTION REPORTED BY THE YOUNG MEN ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN NOVEMBER AND DECEMBER, 1932, GIVEN IN THE ORDER OF THE POPULARITY OF THE TITLES REPORTED

Number	Title	Author	Number of Readers Reporting the Title
1	Call of the Wild	London	51
2	Treasure Island	Stevenson	38
3	Tom Sawyer	Clemens	36
4	Adventures of Jimmy Dale	Packard	34
5	Tarzan of the Apes	Burrough	24
6	We	Lindbergh	23
7	Kazan	Curwood	22
8	All Quiet on the Western Front	Remarque	21
9	Lone Star Ranger	Grey	20
10	Three Musketeers	Dumas	20
11	Robinson Crusoe	Defoe	19
12	Twenty Thousand Leagues Under the Sea	Verne	18
13	Wildfire	Grey	18
14	White Fang	London	16
15	Short Stop	Grey	16

The Effect of Employment Upon the Book Reading of Young Workers

It is natural to assume that if people are unemployed they will have more time to read. When we raise the question, Do they? we find some interesting facts. Table XX gives the distribution of the 3,730 young men and 4,446 young women according to employment and use of the library service. The table indicates that 1,103 of the young men were employed and that 55.30 per cent of them were book readers, whereas of the 2,627 young men who were unemployed 49.44 per cent were book readers. This is a differential of 5.86 per cent in favor of the employed over the un-

employed. Employment, apparently, does not interfere with the reading of young men to the same degree that lack of employment does. This would seem to indicate that the kind of abilities that make one a successful reader are undoubtedly of value in securing and holding a job.

TABLE XIX

A LIST OF FIFTEEN TITLES OF FICTION REPORTED BY THE YOUNG WOMEN ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN NOVEMBER AND DECEMBER, 1932, GIVEN IN THE ORDER OF THE POPULARITY OF THE TITLES REPORTED

Number	Title	Author	Number of Readers Reporting the title
1	Enchanted Barn	Lutz	73
2	Daddy Long Legs	Webster	68
3	Girl of the Limberlost	Porter	58
4	Katrinka	Haskell	58
5	Rebecca of Sunnybrook Farm	Wiggin	53
6	Little Women	Alcott	52
7	"K"	Rinehart	41
8	Anne of Green Gables	Montgomery	39
9	Seventeen	Tarkington	37
10	Blue Window	Bailey	34
11	Wallflowers	Bailey	30
12	So Big	Ferber	30
13	Rose Garden Husband	Widdamer	30
14	Old Fashioned Girl	Alcott	30
15	The Circular Staircase	Rinehart	30

TABLE XX

COMPARISON OF THE RATIOS OF READERS OF BOOKS TO THE TOTAL IN THE EMPLOYED AND UNEMPLOYED GROUPS OF PUPILS ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN DECEMBER, 1932

Status	Young Men			Young Women		
	Library Card Users	Total Surveyed	Per Cent Users	Library Card Users	Total Surveyed	Per Cent Users
Employed	610	1,103	55.30	537	960	55.94
Unemployed	1,299	2,627	49.44	2,114	3,486	60.64
Totals	1,909	3,730	51.18	2,651	4,446	59.62

A further study of Table XX reveals the fact that of the 960 young women who had employment 55.94 per cent were drawing books from the public library. This percentage is practically the same as that for the young men who had employment. When, however, we note the figures for unemployed young women, the added free time unemployment provided induces a greater interest in reading. The number of readers of the unemployed group of young women is 60.64 per cent of the total. This shows a basic difference between the young men and young women covered by this study. Added time was used for reading by an increased number of the young women, whereas it was not so used by the young men. As in other studies reported previously, the proportion of young men who read is a smaller percentage of the total number of young men than the proportion of young women who read is of the total number of young women.

A final observation may be made from the figures presented in Table XX. The 610 employed young men constitute 34.05 per cent of the total number of young men who read public library books. On the other hand, the 960 employed young women are but 20.21 per cent of the total number of young women who read books. In other words, one third of the young men and one fifth of the young women who reported they were drawing books from the public library were employed.

The Effect of Age and Grade Completed Upon Book Reading

In making the special studies of the effect of age, grade completed, and required school attendance upon book reading, the restricted populations of 3,015 young men distributed by grade and age as shown in Table XI and 3,963 young women distributed for the same classifications as shown in Table XII were used for the reasons stated earlier. The number of young men in each of these classifications who read books is shown in the distributions of Table XXI. A similar treatment of the feminine book readers is shown in Table XXII.

Figure 3 gives graphic treatment to the grade trends and Figure 4 to the age trends in relation to the book interests of the young people studied. The graphs show conclusively that when all the pupils of either sex are classified into groups on the basis of school grades completed irrespective of their ages the

TABLE XXI

DISTRIBUTION BY NUMBER AND PERCENTAGE OF THE YOUNG MEN PUBLIC LIBRARY BOOK READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN NOVEMBER AND DECEMBER,
1932, CLASSIFIED ACCORDING TO AGE AND GRADE COMPLETED

Grade	14	14½	15	15½	16	16½	17	17½	18	18½	19	19½	20	Total Readers	Total Sur- veyed	Per Cent Readers
VII	..	..	..	..	18	22	26	28	11	..	..	..	..	105	324	32.4
VIII	18	31	61	88	114	103	163	130	55	..	..	..	..	763	1,544	42.9
IX	..	..	22	30	59	69	66	78	36	..	..	..	..	360	715	50.3
X	..	..	..	..	15	16	40	39	8	..	..	..	..	118	265	44.5
XI	..	..	..	..	..	..	10	8	10	..	..	..	..	28	54	51.9
XII	..	..	..	..	..	..	..	..	21	26	16	17	15	95	113	84.1
Total Readers	18	31	83	118	206	210	305	283	141	26	16	17	15	1,469	..	..
Total Surveyed	24	44	127	176	398	531	678	680	270	28	22	20	17	..	3,015	..
Per Cent Readers	75.0	70.5	65.4	67.0	51.8	39.5	45.0	41.6	52.2	92.9	72.8	85.0	88.2	..	..	..

TABLE XXII
DISTRIBUTION BY NUMBER AND PERCENTAGE OF THE YOUNG WOMEN PUBLIC LIBRARY BOOK READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN NOVEMBER AND DECEMBER, 1932,
CLASSIFIED ACCORDING TO AGE AND GRADE COMPLETED

Grade	14	14½	15	15½	16	16½	17	17½	18	18½	19	19½	20	Total Readers	Total Surveyed	Per Cent Readers
VII ..	...	..	..	..	8	23	15	26	4	..	..	..	..	76	201	37.8
VIII ..	37	56	104	147	180	203	202	195	56	..	..	..	..	1180	1930	61.1
IX ..	..	..	22	43	87	114	133	144	37	..	..	..	..	580	956	60.7
X ..	..	..	..	..	44	86	104	118	42	..	..	..	..	394	600	65.7
XI ..	..	..	..	..	..	..	17	18	11	..	..	..	..	46	72	63.9
XII ..	..	..	..	..	..	..	..	..	27	30	22	18	23	120	204	58.8
Total Readers	37	56	126	190	319	426	471	501	177	50	22	18	23	2396	..	..
Total Surveyed	45	67	152	237	518	714	852	903	307	43	46	45	54	..	3963	..
Per Cent Readers	82.2	83.6	82.9	80.2	61.6	59.7	55.3	55.5	57.7	69.8	47.8	40.0	67.6	..	..	..

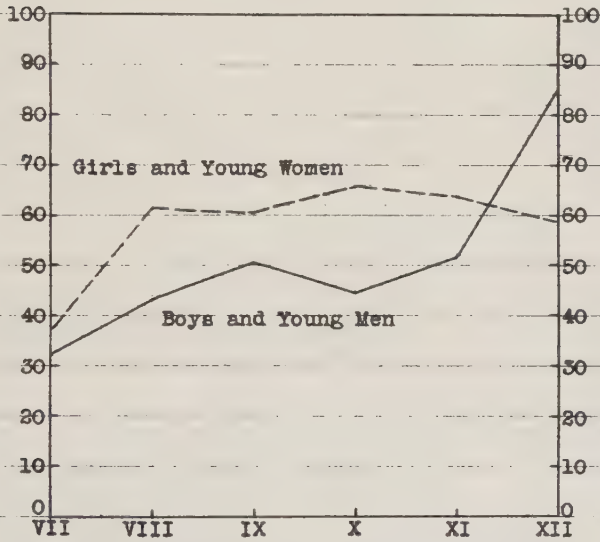


Fig.3.--Percentage distribution of pupils of the Milwaukee Vocational School who read public library books in 1932 classified according to grade completed.

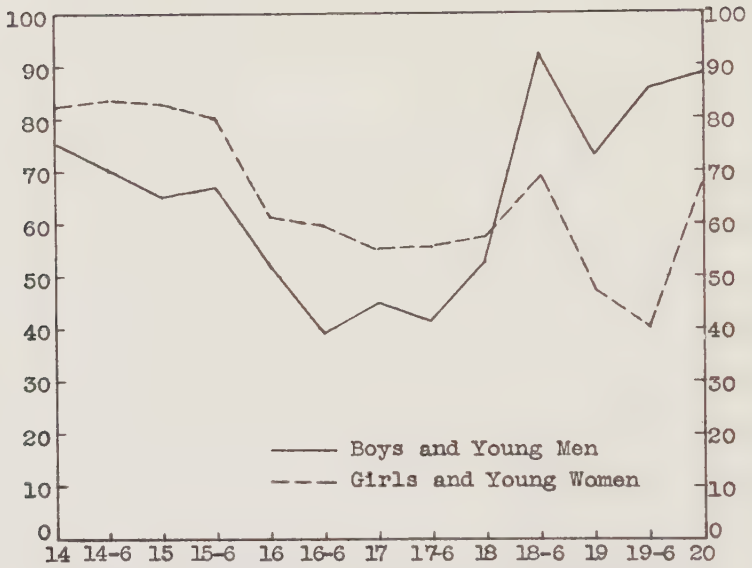


Fig.4.--Percentage distribution of pupils of the Milwaukee Vocational School who read public library books in 1932 classified according to age by half-year groups.

general tendency is for the percentage of book readers to rise with each higher grade covered by the compulsory school attendance laws, with the exception of grade IX for the young women and grade X for the young men, both of which marked temporary depressions. The graphs also show that when the classification is based on age by half-year intervals irrespective of school grades completed, the percentages tend to drop for each older half-year classification in the compulsory age period until age sixteen and one-half years is reached for the young men and seventeen for the young women. The half year following seventeen is stationary for the young women and slightly depressed for the young men, after which recovery is marked by a rise in the curves for both sexes until age eighteen is reached.

The Effect of Required Attendance Upon Book Reading

A study was made with the number of cases available to determine whether significant trends were revealed by groups, one of which attended school voluntarily and the other because it was required to do so. There were available 113 cases of young men and 204 cases of young women who had completed grade XII but not grade XIII whose ages ranged from eighteen through twenty years. This number of cases was sufficient for a study of the effect of grade attainment upon book reading, but not for a study of the effect of age upon such reading. When the number of available cases for each sex was distributed into age groupings by half-year intervals, the number of cases ranged from fifteen to thirty per age group. This is too small a number in each group to warrant any positive conclusions concerning the effect of age increase upon the book reading of these older pupils but sufficient to point to a lead for profitable future investigation.

The first characteristic of importance to consider in this connection is that any young person residing in Milwaukee who has finished his high school course is free of all further required schooling. Therefore all these additional cases were voluntary pupils. All the other cases we have thus far considered in the age groups from fourteen through eighteen who had completed work no higher than grade XI were cases of whom attendance was required. Any marked differences between the groups would, therefore, be significant. Also, it would have been in-

teresting, had it been possible to do so, to learn what a curve projected through the age columns above eighteen would have been like if plotted for people who had not completed grade XII. This, too, is a field for possible investigation.

Figures 3 and 4 present the comparisons which are the subjects of discussion here. Figure 3 gives the effect of an additional year of schooling upon book reading. As with so many other items, there is a marked difference between the young men and young women. In making such appraisals as are attempted here, the fact must be kept in mind that the study was made in one of the bad depression years and that high school graduates coming to the vocational school were representative of the secondary-school stratum least able to sustain itself economically. These people had no money to support themselves at college or university and they possessed no special skills, due to lack of training, to help them secure work in a market where jobs were scarce. They were part of the so-called but mislabeled "lost generation." While we cannot share the general gloom so many speakers and writers have cast over the youth situation of these years, one cannot ignore the fact that youth at the time was disheartened and discouraged to a very large degree because of the difficulty experienced in securing employment.

More hopeful observers recognized in such a group of young people those sterling qualities that augur well for success. It seems quite certain that any group of young men who had completed high school but who preferred, when no legal compulsion could be exerted upon them, to return to school rather than to be idle, must be rather good material. They were unquestionably face to face with difficulties and necessities that would be quite compelling for any individual of such a group who desired and realized that he had to establish himself. Thus motivated it would be natural to expect these young men to concentrate upon some well-defined objective and to go earnestly to work to prepare for success in attaining it. We cannot, because of the lack of special information, assign this intensity of purpose and activity as the cause for their deep interest in reading, but it probably contributed to it in very large measure. Significant it is, whatever the true reasons may be, that as we trace the graph in Figure 3 for young men for the whole range of grades we note that the rise from grade VII to grade XI of the compulsory age

period is approximately only two-thirds of the rise from grade XI of the compulsory period to grade XII of the voluntary. This would seem not only to support the conclusion reached as to the significance of the effect of higher school attainment upon book reading as noted previously for the compulsory-age groups but also the conclusion that there is an additional factor of acceleration when the pupils observed are voluntarily continuing their education rather than because they are required to do so. The voluntary pupils are marked, therefore, by a selective characteristic.

The situation of the young women was very different from that of the young men. Very peculiarly, and perhaps what we should least expect, the young women returning to school after having finished high school seemed to have less interest in reading books than the young men, and less than the younger women who were required to attend. Figure 3 shows a gradual decline over against the sharp rise for the young men. It is not clear what mental and social factors are responsible for this. One may well raise questions as to the general state of mind of these older young women regarding their immediate problems. Were they attending school to escape some other distressing situation? Were they confused in the presence of several possibilities? Was one possibility preparation for short work careers, another preparation for domestic life in future homes of their own, and a third a hope for permanent vocational occupation? While it was known that every young man of the voluntary group attending the school at this time was bent upon getting started in some field in which he could earn a living and secure economic stability, it could not be said, except of a small group of the young women, that they were career women who were solely interested in occupational preparation. It is well known that domestic objectives do hold a large place in the thinking of such a group even when preparation is being made for employment in those occupations in which young women spend a few years before marrying.

During a period of economic distress young men do not assume marital responsibilities as readily as when times are more prosperous. This undoubtedly adds to the disappointments of young women who would prefer to establish homes rather than to work in industrial or commercial establishments. Since the group of young women under observation was also a poor group, the ten-

sion in homes must be taken into account. Young women probably take the brunt of this rather than the young men. Such confusions, frustrations, and tensions as existed may have affected these young women to a high degree and lessened their interest in books. An analysis of the social conditions of each young woman who reported her reading would have been helpful, but such was not made, and so we do not have any adequate facts about the group as a whole. There were received, however, from time to time during this period, reports from teachers concerning cases of young women who confided that life would be almost unbearable except for the contact with the school, where the association with teachers and classmates brightened their days and lightened burdens that these young women were carrying. Reports of this kind came far more frequently concerning young women than young men. It may be, therefore, that certain social conditions, disappointments, and difficulties in home situations contributed to a state of mind that lessened interest in books to a degree that would not have been characteristic of these same young women had they been continuing their education under more favorable and sheltered conditions. A comparative study of sheltered and unsheltered groups of young women who had completed grade XII and were continuing school on the junior college level would give more light concerning this matter. Irrespective of this, however, note should be taken that there was a reversal in interest on the part of the sexes after they returned to school voluntarily, and that in such voluntary groups as attended the vocational school under the general conditions reported a much larger proportion of the young men read books than of the young women.

As indicated before, there is an element of speculation in attributing any particular meaning to the age graphs in Figure 4 for these older groups. We can consider them merely as straws suggestive perhaps of a trend that might possibly be supported by findings that may be derived from a study of an adequate number of cases. Even so, the lines for the two sexes reflect an interesting parallelism in a rise in the half year from eighteen years to eighteen years six months, and then the sharp drop to a low point reached at nineteen years by the young men and nineteen years six months by the young women, followed by a rise for both sexes to twenty years. Noteworthy is the higher pitch of the recovery curve for young women in the last half year

than that for the young men in the last year, notwithstanding that throughout a greater proportion of the young men were reading books than of the young women. It is a matter of speculation what caused the drop in interest of both groups in the nineteen-year period. The significance of the study of the age distributions of the two sexes in relation to interest in book reading lies in the parallelism noted in the direction of the graphs representative of their ages. This should encourage investigators to secure an ample number of such cases and undertake such a study. Probably a continuous survey of high-school graduates entering the vocational school, both at the time of induction and periodically while in school over a period of years, would be a feasible plan to follow. The projection of such a study to include the whole age range through twenty-five years of age has been contemplated by the research staff of the Milwaukee Vocational School.

General Summary of the Book Reading of the
Pupils Surveyed in 1932

1. The pupils of the fourteen to eighteen-year age range were on the whole more advanced in general grade achievements than those surveyed in 1924.

2. The number who had at one time secured public library cards was 89.31 per cent of the total number surveyed, the young women exceeding the young men by 3.91 per cent.

3. The number who used their cards was 55.77 per cent of the total surveyed; the number who did not use the public library service was 44.23 per cent.

4. The ratio of readers to non-readers in 1924 and 1932 was the same, indicating a stationary interest in book reading.

5. The special six-week investigation indicated that the readers showed a much greater interest in serious reading than did the readers of 1924. The male readers had doubled and the female had quadrupled their interest in classified reading.

6. The classified interest of the young men greatly exceeded that of the young women both in 1924 and 1932.

7. In total reading the young women read more than the young men in 1924 and in 1932.

8. Among male readers employment did not cut down the interest in reading. The percentage of the employed group who

were readers exceeded slightly the proportion of readers in the unemployed group.

9. Among female readers the number of readers increased with increased leisure time, as reflected by the fact that the percentage of readers in the employed group of young women was considerably lower than the percentage of readers in the unemployed group. Apparently the two sexes used added leisure time differently.

10. The percentage of employed young men and women who read was approximately the same. Of the young men 55.30 per cent and of the young women 55.94 per cent were readers.

11. The trend of reading interest in books for both sexes was improved when they were classified according to school grade completed without respect to age.

12. The trend of reading interest in books for both sexes was generally downward through the adolescent years to seventeen years, and then gradually upward to eighteen years when classified according to age by half-year intervals without respect to school grade completed.

The Application of the Findings of the Book-
Reading Study to the Compre-
hensive Reading Program

The educational staff made prompt use of the findings of the survey. The facts pertaining to book interests were very enlightening. The most significant fact that was discovered through the survey was that a large part of the total number of pupils was a stationary group unresponsive to the school's efforts to stimulate pupils to read. The facts were clear that the improvements that had been made in eight years had not affected the whole body of pupils but only a little more than half of the total group. This pointed to the need of using other methods of reaching non-readers than had been employed. It was on the basis of this significant finding that other investigations were undertaken. Several studies were made to find out what social factors stimulate some pupils to read and inhibit others from reading. An experiment with a small group of inhibited cases was also made to test the possibility of instituting remedial classes that would be effective in helping non-readers to acquire skills in reading and establish reading interests.

The findings were also significant concerning the effect of increased age upon interests in books. It is now known during what years this interest declines and revives. These facts are valuable in timing reading activities so as to furnish special assistance and encouragement when they are most needed.

CHAPTER VI
THE FINDINGS OF THE READING SURVEY OF 1932
IN REFERENCE TO MAGAZINE READING

The Relation of the Magazine Study to the
Comprehensive Reading Program

Magazine reading is very popular and reaches all ages and interests. A study of the interests of young workers is particularly important to those who plan the reading programs of a large school organized to instruct young people who are preparing for employment. In view of the fact that hundreds of magazines of all kinds are being published by publishing houses interested only in profits, it was important to survey the situation thoroughly. There is a need today of doing much more in schools to stimulate young people to select more desirable magazines for their reading. A difficult situation exists in the magazine reading field comparable to that which exists in the field of the motion picture. Both fields possess great educational possibilities but are exploited at present by profiteers who are unscrupulous in their willingness to offer literature and pictures of the lowest character the public is willing to pay for. School administrators and teachers are conscious of both these problems and it is noteworthy that something concerning them has already been undertaken in the schools.

The survey of 1932 was undertaken to discover significant facts about the magazine interests of vocational-school pupils. It was hoped that such an inquiry would lead the way to the organization of special courses similar to those which had been prepared to direct pupils to take interest in more desirable book reading. The major emphasis in the comprehensive reading program has thus far been placed upon improving the extent and character of interests in books. An equal need of improving the magazine reading is very obvious. Future plans will be made to improve the magazine reading of the pupils attending the vocational school. The facts secured from the survey will be utilized in preparing these plans.

The Extent of the Interest in Magazines

The young people in reporting their magazine interests were asked to indicate their interests by writing on the forms given them the names of the magazines that represented their first choice, the name of their second choice if they were reading two magazines each, and the name of their third choice if they were reading three. Six hundred thirty-one young men of the 3,730 reported that they read no magazines. Four hundred forty-eight young women of 4,446 stated they read no magazines. The distribution of young men is given in Table XXIII, and of young women in Table XXIV. These tables show the distribution by grade completed as well as by interest indicated.

TABLE XXIII

DISTRIBUTION OF THE YOUNG MEN MAGAZINE READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL
IN DECEMBER, 1932, CLASSIFIED ACCORDING
TO EXTENT OF MAGAZINE READING AND GRADE
COMPLETED

Grade Completed	No Choice	One Choice	Two Choices	Three Choices	Total
Below VI.....	27	3	0	7	37
VI.....	37	12	10	18	77
VII.....	116	60	49	122	347
VIII.....	308	232	240	928	1,708
IX.....	92	99	127	509	827
X.....	29	43	67	243	382
XI.....	9	5	17	76	107
XII.....	7	11	33	151	202
XIII.....	2	1	1	19	23
XIV.....	4	0	0	7	11
XV.....	0	1	0	1	2
XVI.....	0	1	2	4	7
Totals...	631	468	546	2,085	3,730

The data in Table XXIII make clear that young men generally have access to several magazines. There were more than twice as many readers who read three magazines as there were of those who read only one or two magazines. The number who read two also exceeded the number who read only one. The non-readers were 16.92 per cent of the total group of young men reporting. Hence 83.08 per cent of this group were readers. The greatest proportion of non-readers were among those who had completed

grades below the ninth.

TABLE XXIV

DISTRIBUTION OF YOUNG WOMEN MAGAZINE READERS ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN DECEMBER, 1932, CLASSIFIED ACCORDING TO EXTENT OF MAGAZINE READING AND GRADE COMPLETED

Grade Completed	No Choice	One Choice	Two Choices	Three Choices	Total
Below VI.....	37	2	4	4	47
VI.....	15	16	9	15	55
VII.....	41	40	29	102	212
VIII.....	183	214	326	1,271	1,994
IX.....	91	97	157	642	987
X.....	42	59	103	448	652
XI.....	7	5	14	73	99
XII.....	23	24	53	244	344
XIII.....	1	2	2	16	21
XIV.....	8	1	1	8	18
XV.....	0	0	0	6	6
XVI.....	0	0	1	10	11
Totals....	448	460	699	2,839	4,446

The distributions shown in Table XXIV indicate that young women generally read magazines. The non-readers are 10.08 per cent of the total. Of the 89.92 per cent who read, as with the young men, the number who were reading three magazines was more than the number who were reading one or two magazines. Also, the number who were reading two magazines exceeded the number who read but one. The non-readers were chiefly people who had completed grades below the ninth.

The Improving Ratio of Magazine Readers to Non-Readers

Unlike book reading, which had remained stationary, the 1932 survey showed a much higher percentage of magazine readers for both sexes than did the 1924 survey. The details are given in Table XXV.

It will be noted from a study of Table XXV that the interest of boys lagged behind girls in 1924 to the extent of 15.63 per cent, but that this difference had been greatly reduced by 1932, when it was only 6.84 per cent. Both sexes in the same period had increased their interest, the young men by 19.45 per

cent and the young women by 10.66 per cent. These figures show that the popularization of magazines as a form of reading had almost become a fact. The comment may be made here that undoubtedly many factors account for this. Many magazines are now published which take human interest factors into account. Easy vocabularies, short articles, intriguing titles, alluring introductory statements, generous illustration, and attractive styling and coloring are utilized in producing the popular magazine for sale in large numbers.

TABLE XXV

PERCENTAGES OF MAGAZINE READERS ATTENDING THE
MILWAUKEE VOCATIONAL SCHOOL IN 1924 AND 1932

Sex	Percentage of Readers in the 1924 Survey	Percentage of Readers in the 1932 Survey	Gain in Magazine Reading
Young Women	79.26	89.92	10.66
Young Men	63.63	83.08	19.45
Difference Between the Two Sexes	15.63	6.84	...

These factors are not entirely neglected by book publishers as they once were. Today many books are produced that are attractive and interesting. Nevertheless, many more are needed to meet particularly the needs of young people who must have attractive and easier materials to read than are now generally available to them.

The Magazines Read Most Frequently

One of the objectives of the magazine study was to determine what magazines were read and how the reading of magazines of the 1932 groups compared with the magazine-reading interests of the 1924 groups. Many magazines were reported. Lists were made of all that were read by more than fifty pupils as their first choice. Table XXVI gives this list for young men. The magazines are ranked in the order of their popularity. For each is also shown the number of pupils who listed it as a second choice and the number who indicated it as a third choice. The lists further show whether the magazines were subscribed for, purchased at news

TABLE XXVI

MAGAZINES READ AS FIRST CHOICE BY FIFTY OR MORE YOUNG MEN ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN DECEMBER, 1932,
RANKED ACCORDING TO POPULARITY AND CLASSIFIED AS TO
SOURCE OF SUPPLY AND PLACE OF READING

1924 Rank	1932 Rank	Name of Magazine	Number of Choices			Source of Supply*			Place of Reading**			
			1	2	3	S	N	B	H	S	L	O
2	1	Popular Mechanics	587	283	197	172	327	471	693	47	257	80
..	2	Detective Stories	235	190	136	42	202	347	508	8	15	30
..	3	Liberty	185	159	136	106	217	137	402	6	25	37
7	4	Western Story Magazine .	182	180	148	39	169	313	471	8	15	19
..	5	True Detective Mysteries	145	90	40	22	115	142	245	3	4	17
1	6	True Story	113	104	69	40	116	127	222	1	3	15
4	7	Saturday Evening Post . .	105	109	59	81	99	86	217	4	23	29
8	8	Literary Digest	95	84	60	118	38	75	170	13	45	11
9	9	Popular Science	77	126	79	65	61	125	157	23	87	15
3	10	American Magazine	68	58	36	75	30	52	128	5	26	6
..	11	Air Stories	65	52	32	5	79	88	134	3	6	7
..	12	Shadow	63	25	14	5	55	46	97	1	0	4
..	13	Sport Story Magazine . . .	56	44	39	6	60	64	125	1	6	7

*S-Subscription, N-News stand, B-Borrowed

**H-Home, S-School, L-Library, O-Outside

stands or borrowed, and whether they were read at home, school, the library, or outside. Table XXVII presents a similar list for the young women who reported an interest in one or more magazines.

The names of the magazines appearing in these lists which also held a ranking among the ten most popular magazines listed in the 1924 survey are indicated in the two tables by their rank numbers as reported in the 1924 lists. Three magazines listed in 1924 as popular with boys at that time did not secure a place in the 1932 list. These are Collier's, rank 5 in 1924; Radio News, rank 6; and the Red Book, rank 10. There were also three magazines in the 1924 list for girls that failed to receive a place in 1932. These are True Romance, rank 6 in 1924; Photoplay, rank 7; and the Red Book, rank 9.

Some Observations Concerning Magazine
Reading as Reported in 1932

The magazines holding first rank in the 1932 lists for young men and women have more than twice as many readers as the magazines holding second place in these lists. There are two magazines in the list for young men and seven in the list for young women listed as a second choice by more persons than listed these same magazines as their first choice. The number of persons listing any magazine as their third choice in no case exceeded the number who listed it as a second choice. Detective Stories, in the list for young women, and Popular Science, in the list for young men, were listed as third choices by more pupils than gave them first place in their reading.

An inspection of both lists shows that magazines generally are purchased at news stands more often than they are subscribed for, and that once purchased they circulate among friends to a very large extent. In a number of instances (especially is this true of pulp magazines) the number of borrowings exceeds the number of subscriptions and news-stand purchases combined.

Another fact that stands out is that neither the school nor the library is the place where the magazines are read most frequently. The home leads overwhelmingly as the place of reading, with reading done outside following.

TABLE XXVII
MAGAZINES READ AS FIRST CHOICE BY FIFTY OR MORE YOUNG WOMEN ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN DECEMBER, 1932, RANKED ACCORDING TO POPULARITY AND CLASSIFIED AS TO SOURCE OF SUPPLY AND PLACE OF READING

1924 Rank	1932 Rank	Name of Magazine	Number of Choices			Source of Supply*			Place of Reading**			
			1	2	3	S	N	B	H	S	L	O
1	1	True Story	840	331	231	75	620	762	1,303	11	1	87
5	2	Ladies' Home Journal	366	266	190	211	242	372	720	15	26	71
..	3	Good Housekeeping	262	166	149	149	114	297	558	24	19	76
..	4	Love Story Magazine	250	244	182	25	220	431	411	7	3	55
..	5	Liberty	214	217	195	112	263	215	540	12	11	59
..	6	Saturday Evening Post	160	177	139	108	164	185	401	16	11	45
..	7	Movie Magazine	158	170	147	38	195	247	429	6	3	35
..	8	Delineator	151	95	74	159	61	111	298	6	3	13
4	9	Woman's Home Companion	132	131	82	126	75	151	300	8	8	28
..	10	Cosmopolitan	131	103	79	113	60	119	288	3	8	44
3	11	American Magazine	122	90	72	101	51	120	231	3	19	31
..	12	Detective Stories	77	145	116	10	126	193	309	5	4	20
..	13	Literary Digest	75	72	71	66	51	75	159	17	27	15
10	14	Pictorial Review	61	74	57	82	47	56	170	4	6	12
..	15	McCall's Magazine	58	53	40	58	42	50	131	1	2	17
..	16	True Confessions	57	80	47	4	72	109	175	..	..	9
2	17	Collier's	55	74	38	60	45	62	149	1	4	13

*S-Subscription, N-News stand, B-Borrowed

**H-Home, S-School, L-Library, O-Outside

The Effect of Age and Grade Completed
Upon Magazine Reading

A study was made of the effect of age and grade completed upon the magazine reading of the 3,015 young men and 3,963 young women shown respectively in Tables XI and XII. These groups were the same as those studied to determine the effect of age and grade completed upon book reading. Table XXVIII gives the distribution for magazine reading of the young men, and Table XXIX the distribution for young women.

Figure 5 gives the trends in magazine reading for grades completed. This figure shows conclusively that all through the compulsory age period from fourteen to eighteen years there is a progressive increase in the percentage of readers for each higher grade irrespective of the ages of the members of each grade group. The effect therefore of increased schooling is to strengthen the interest in magazine reading. We note that a plateau is reached in the voluntary period for the young women, of whom, throughout both periods, a greater percentage read magazines than of the young men. The pitch of the rise for young men in the voluntary period is 5 per cent higher than the highest point reached by those in the compulsory age group.

Figure 6 reveals an interesting fact concerning increase of age quite unlike that found for the book reading of the same people. In the younger ages the gap between the young men and young women is wider than later on. From age fourteen years six months there is a very gradual drop of 7 per cent to age seventeen years six months for the young women, and then a rise. With the exception of the rise at fifteen years six months, the general trend from fourteen years six months is steadily upward for the young men through a 9 per cent rise until age eighteen, and a sharp increase with one drop and a final recovery in the voluntary period. As was pointed out in the previous chapter, the figures for age trends are valid as presented for the compulsory age period only. Those given for the voluntary period beyond eighteen are sufficient to show the effect of completing the last year in high school when the cases are taken collectively, but when distributed by half-year intervals into age groups the number of cases in each group is too small to warrant definite conclusions concerning the effect of increased age upon reading in-

TABLE XXVIII
DISTRIBUTION BY NUMBER AND PERCENTAGE OF THE YOUNG MEN MAGAZINE READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN DECEMBER, 1932,
CLASSIFIED ACCORDING TO AGE AND GRADE COMPLETED

Grade	14	14½	15	15½	16	16½	17	17½	18	18½	19	19½	20	Total Readers	Total Surveyed	Per Cent Readers
VII ...	..	..	..	..	28	56	57	55	21	..	..	..	..	217	324	67.0
VIII ...	19	34	84	109	170	214	268	271	83	..	..	..	..	1,252	1,544	81.1
IX ...	..	..	28	42	97	124	139	150	60	..	..	..	..	640	715	89.5
X ...	..	..	..	..	25	43	72	77	26	..	..	..	..	243	265	91.7
XI ...	..	..	..	..	..	..	16	18	16	..	..	..	..	50	54	92.6
XII ...	..	..	..	..	..	..	..	..	26	28	21	18	17	110	113	97.4
Total Readers	19	34	112	151	320	437	552	571	232	28	21	18	17	2,512	..	..
Total Surveyed	24	44	127	176	398	531	678	680	270	28	22	20	17	..	3,015	..
Per Cent Readers	79.1	77.3	80.3	85.8	80.4	82.3	81.4	84.0	85.9	100.0	95.5	90.0	100.0	..	..	..

TABLE XXIX

DISTRIBUTION BY NUMBER AND PERCENTAGE OF THE YOUNG WOMEN MAGAZINE READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN DECEMBER, 1932,
CLASSIFIED ACCORDING TO AGE AND GRADE COMPLETED

Grade	14	14 ⁶	15	15 ⁶	16	16 ⁶	17	17 ⁶	18	18 ⁶	19	19 ⁶	20	Total Readers	Total Surveyed	Per Cent Readers
VII ...	..	..	..	..	21	37	45	55	7	..	..	..	..	165	201	82.1
VIII ...	42	65	114	169	261	316	336	357	101	..	..	..	..	1,761	1,930	91.2
IX ...	..	..	29	47	132	181	220	202	60	..	..	..	..	871	956	91.1
X ...	..	..	..	..	67	111	149	174	64	..	..	..	..	565	600	94.2
XI ...	..	..	..	..	..	..	26	24	21	..	..	..	..	71	72	98.6
XII ...	..	..	..	..	..	..	..	..	34	43	46	44	33	200	204	98.0
Total Readers	42	65	143	216	481	645	776	812	287	43	46	44	33	3,633	..	..
Total Surveyed	45	67	152	237	518	714	852	903	307	43	46	45	34	..	3,963	..
Per Cent Readers	93.3	97.0	94.1	91.1	92.8	90.3	91.1	89.9	93.4	100.0	100.0	97.8	97.1	..	..	..

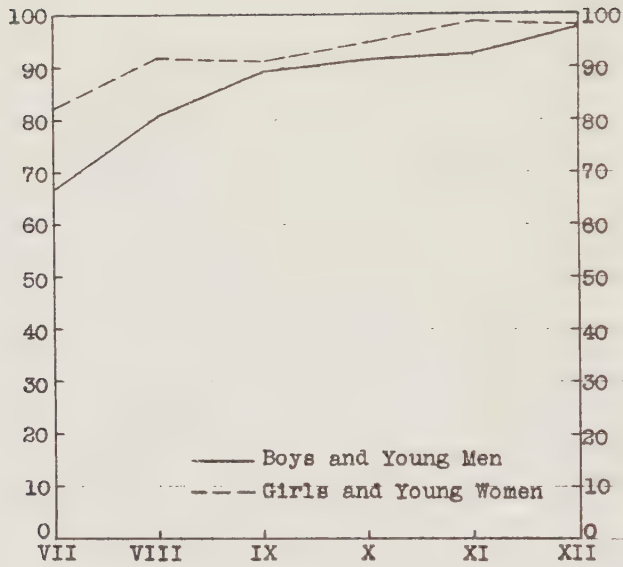


Fig.5.--Percentage distribution of pupils of the Milwaukee Vocational School who read magazines in 1932 classified according to grade completed.

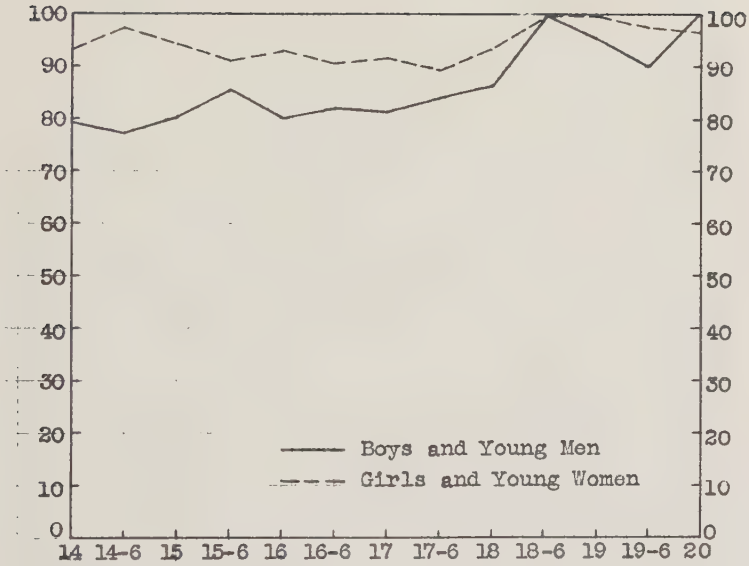


Fig. 6.--Percentage distribution of pupils of the Milwaukee Vocational School who read magazines in 1932 classified according to age by half-year groups.

interests. They are merely indicative of possible leads for further investigation when a large number of cases of the same characteristics is available. In general the graphs throughout the compulsory and voluntary periods show a sustained interest in magazines. It is noteworthy that the women who had entered the vocational school after completing high school whose interests in books had fallen very considerably read magazines more generally than the young men of the same classification. However, the percentage of readers for both sexes in the voluntary period is highly satisfactory and above the percentages for the compulsory period; they indicate that voluntary attendance is a selective factor. We may note finally that an increase in age did not have a very marked effect upon the interest in magazine reading of the group required to attend school, and that all groups for either sex between fifteen years six months and eighteen years have very nearly the same percentage of magazine readers.

General Summary of the Magazine Reading
of the Pupils Surveyed in 1932

1. By far the largest number of pupils who reported no interest in magazines were pupils who had not completed grades above the eighth.
2. Five-sixths of all the young men and nine-tenths of all the young women reported they read magazines.
3. The number of each sex who reported they were reading three different magazines each exceeded the combined number of those who read two apiece and those who each read only one.
4. Each sex reported a greater interest in magazines in 1932 than in 1924. The increased interest was 10.66 per cent for the young women and 19.45 per cent for the young men.
5. Both in 1924 and 1932 the collective interest in magazines of the young women was greater than that of the young men, but due to the greater acceleration of interest on the part of the young men during the eight-year interim, the lead of the young women was cut down from 15.63 per cent in 1924 to 6.84 per cent in 1932.
6. Each sex reported three magazines in a list of the ten most popular in 1924 that failed of placement in such a list in 1932.
7. True Story, which held first place in 1924, also held

the first place in 1932 in the list of magazines most popular with young women.

8. True Story, which held first place in 1924, fell to sixth place in 1932 in the list of magazines most popular with young men.

9. Popular Mechanics was rated the most popular with young men in 1932.

10. The second greatest interest of young women is in magazines pertaining to the home, and of young men in detective and mystery stories.

11. Most pupils read their magazines at home.

12. More pupils borrowed magazines than secured them by purchase or subscription.

13. The reports submitted by pupils in 1932 indicate that in the three-year period from fourteen years six months to seventeen years six months the per cent of young women readers of magazines gradually decreased by slightly less than 7 per cent and in the same period increased gradually for the young men readers by almost 8 per cent. The interest of both sexes increased sharply in the year from seventeen years six months to eighteen years six months.

14. The effect on both sexes of each additional school grade completed was to increase the percentage of readers.

15. Pupils in the voluntary classification who registered at the vocational school after finishing high school were, with the exception of a negligible few, all magazine readers in 1932.

Application of the Findings of the Magazine Reading Study to the Comprehensive Reading Program

The results of the study of the magazine reading habits and interests of the pupils attending the vocational school in 1932 justified the time and energy involved in making the survey. There was some indication that the young men were reading qualitatively better materials than was true of the group of young men who reported their magazine reading interests in 1924. The interest of young women in the sentimental magazines was, however, just as strong as in 1924. Both sexes generally had increased the amount of their magazine reading.

The problem which requires attention is qualitative in character rather than quantitative. The survey findings were

significant enough to warrant the development of a special course in magazine reading. Such a course has been contemplated and will be featured in the 1936-1937 plans. The findings also showed the importance of providing pupils with an opportunity in school for reading many more of the better type magazines than are available to them now. While some provision has been made for this, the facts secured from the survey indicate that the school has a splendid opportunity to render a real service in this field, and should, therefore, greatly extend its present services.

CHAPTER VII

THE FINDINGS OF THE READING SURVEY OF 1932 IN REFERENCE TO NEWSPAPER READING

The Relation of the Newspaper Reading Study to the Comprehensive Reading Program

In the two preceding chapters it was stated that the reading survey had a direct bearing upon the comprehensive reading program and that it was made to secure facts that would be useful in making adequate plans for stimulating and extending interests in desirable book and magazine reading. A similar purpose was served in securing facts about the newspaper interests of pupils attending the vocational school.

The newspaper field presents special educational problems just as the magazine field does. Educators know that altogether too little has been done to instruct young people in the intelligent use of newspapers. A common method employed in schools to give pupils current news is to circulate small papers of the "current events" type. Such papers are useful as instructional material if prepared without bias. However, certain educators feel that since pupils read the newspapers that circulate in the community it is better to use the daily paper in school. There is much to be said in favor of such a plan, especially if several papers with various editorial policies are available. A number of newspapers are printed and circulated in Milwaukee. Consequently the local situation in Milwaukee is favorable to the use of newspapers in school work and warrants the preparation of plans to use them in instruction. Before such plans can be made intelligently it is important to know what the newspaper reading habits and interests of pupils are who attend the vocational school. Therefore it was decided to include this field in making the reading survey of 1932.

The Specific Objectives of the Newspaper Reading Study

Significant facts were sought about the newspaper reading of the vocational school pupils surveyed in 1932. The purpose

was to discover what proportion of the total number read newspapers, what parts of newspapers they read, with what degree of interest they read, how they secured the newspapers, and where they read them. The study was also made to determine the effect of age and grade completed upon interests in newspaper reading.

The Extent of the Interest in Newspapers

Table XXX shows the distribution of readers and non-readers of newspapers for both sexes. Of the 3,730 young men 414, or 11.10 per cent, reported they did not read newspapers. The readers constituted 88.90 per cent of the total. Among the 4,446 young women there were 601, or 13.52 per cent, who did not read newspapers. The readers among the young women were 86.48 per cent of the total number of young women. These figures are considerably below the 1924 reports, at which time 97.17 per cent of the young men and 96.51 per cent of the young women read newspapers.

A comparison of the percentages for 1924 and 1932 appears in Table XXXI. This table shows that the reading of newspapers had decreased. Had this decline in interest been anticipated, an

TABLE XXX
DISTRIBUTION OF YOUNG PEOPLE IN ATTENDANCE AT THE
MILWAUKEE VOCATIONAL SCHOOL IN NOVEMBER, 1932,
CLASSIFIED ACCORDING TO SEX, GRADE COMPLETED,
AND INTEREST IN NEWSPAPERS

Grade Completed	Young Men			Young Women		
	Readers	Non-Readers	Total	Readers	Non-Readers	Total
Below VI	33	4	37	31	16	47
VI	64	13	77	38	17	55
VII	288	59	347	186	26	212
VIII	1,509	199	1,708	1,711	283	1,994
IX	749	78	827	849	138	987
X	339	43	382	602	50	652
XI	99	8	107	88	11	99
XII	195	7	202	288	56	344
XIII	22	1	23	18	3	21
XIV	10	1	11	17	1	18
XV	2	0	2	6	0	6
XVI	6	1	7	11	0	11
Totals	3,316	414	3,730	3,845	601	4,446

effort would have been made to secure an explanation for it by asking non-readers to explain the reason. The explanation very

probably would have been economic. The price of a newspaper in Milwaukee is three cents for a daily edition and ten cents for a Sunday edition. At these rates the cost per year of a daily paper would be \$9.36, and of a Sunday paper \$5.20. For both the cost would be \$14.56. This item can be carried by families that have a fairly regular income but not very well by one that is in financial difficulties. In 1924 practically all the families represented by pupils in the vocational school had employment. The pupils themselves had money because they were generally an employed group. Quite in contrast was the 1932 situation. Eighty per cent of the pupils were unemployed, and the relief list in Milwaukee was very large. Money was very scarce. Under the circumstances it is easy to understand that many homes were unable to purchase newspapers and did without them as a regular matter.

TABLE XXXI
PERCENTAGES OF NEWSPAPER READERS IN ATTENDANCE
AT THE MILWAUKEE VOCATIONAL SCHOOL IN 1924 AND
1932 CLASSIFIED ACCORDING TO SEX

Sex	Percentage of Readers in 1924 Survey	Percentage of Readers in 1932 Survey	Decrease in Newspaper Reading
Young Men.....	97.17	88.90	8.27
Young Women...	96.51	86.48	9.03
Difference between the two sexes....	.66	2.42	.76

An examination of the figures secured in the study revealed too that of the 7,161 readers, 5,263 secured the newspapers at home and 734 from friends. Six hundred fifty-six pupils reported direct purchases, and only 127 reported reading them at libraries. The remaining readers reported that they secured papers in several ways. The newspaper is a transitory thing. People attach considerable importance to it on the day of publication and very little a day or two later. "Nothing is so dead as yesterday's newspaper," is often heard. It is, of course, borrowed to a certain extent, but not at all to the extent that magazines are borrowed. As was stated in the previous

chapter, the number of pupils who borrowed magazines to read exceeded the total number of those who secured them by subscription or purchase. Books, too, have a permanence which leads to a different kind of regard for them, and so, supplied free, they circulate among the poor because libraries make them available. Finally, it should be noted that while the daily cost of a newspaper may be small, the annual cost is sufficiently great so that for a like sum five magazines at an annual subscription price of \$2.50 each and one at \$2.00 may be had. Whether or not this speculation as to the reason is correct, the fact remains that the number of non-readers had greatly increased in 1932 to a level at which the number of readers of both sexes was below 90 per cent of the population surveyed.

The Distribution of Interest in the Various Sections and Parts of Newspapers

An analysis was made of the interest young people attending the vocational school in 1932 showed in the various parts of newspapers. This analysis covered twenty different sections of daily newspapers as shown in Table XXXII, grouped in the five major divisions: news, illustrations, literature, opinion, and advertisements. The interest of the two sexes does not follow in the same order for these five divisions. The order of greatest interest for young men was: (1) illustrations (87.31%), (2) news (57.37%), (3) advertisements (46.51%), (4) literature (39.35%), and (5) opinion (37.33%). The order of greatest interest for the young women was: (1) illustrations (86.80%), (2) literature (60.90%), (3) advertisements (59.51%), (4) news (57.91%), and (5) opinion (44.40%). Three of these five divisions--illustrations, advertisements, and opinion--hold the same relative position with each sex, but news, which is the second major interest of the young men, is fourth with the young women, and literature, which is fourth with the young men, holds second place with the young women.

A further analysis of interest in newspaper sections reveals some interesting characteristics of the two sexes. These are reflected in their relative interest in the eleven different types of news sections as shown in Table XXXIII.

The interest of both sexes runs high in sports and movies. Crime is followed to a high degree by young men and with a some-

TABLE XXXII

PERCENTAGE DISTRIBUTION OF INTEREST IN NEWSPAPER SECTIONS
OF THE YOUNG MEN AND WOMEN IN ATTENDANCE AT THE
MILWAUKEE VOCATIONAL SCHOOL IN DECEMBER, 1932

Number of Section	Section	Of 3,730 Young Men		Of 4,446 Young Women	
		Number Interested	Per Cent Reading	Number Interested	Per Cent Reading
1	Business and financial...	1,117	29.95	813	18.29
2	City, county, and state...	2,162	57.96	2,149	48.34
3	Criminal.....	2,933	78.63	3,016	67.84
4	Home.....	1,124	30.13	3,057	68.76
5	National.....	2,296	61.55	1,859	41.81
6	Political.....	2,030	54.42	1,931	43.43
7	Radio.....	2,532	67.88	3,291	74.02
8	Society.....	596	15.98	2,751	61.88
9	Sport.....	3,369	90.32	3,200	71.97
10	Theatre and movies.....	2,810	75.34	3,973	89.36
11	World.....	2,570	68.90	2,282	51.33
	Total news interest...	23,539	57.37	28,322	57.91
12	Cartoons.....	3,145	84.32	3,543	79.46
13	Comics.....	3,465	92.90	4,067	91.48
14	Illustrations.	3,160	84.72	3,968	89.25
	Total inter- est in il- lustrations	9,770	87.31	11,578	86.80
15	Poetry.....	756	20.27	1,924	43.27
16	Stories	2,224	59.62	3,490	78.50
	Total inter- est in lit- erature....	2,980	39.95	5,414	60.90
17	Editorials....	1,484	39.79	1,458	32.79
18	Letters from readers.....	1,301	34.88	2,490	56.01
	Total inter- est in opinion....	2,785	37.33	3,948	44.40
19	Classified ads	1,924	51.05	2,537	57.06
20	Display ads...	1,546	41.45	2,755	61.97
	Total inter- est in ads.	3,470	46.51	5,292	59.51
	Total inter- est in all sections...	42,544	57.03	54,554	61.35

what above-average interest by young women. The interest in crime reports exceeds that in world, national, and local news for both sexes. Political news falls below general news in importance, and the interest in business and finance is very low. Two items of low interest for young men--home and society--hold a

TABLE XXXIII
COMPARISON OF THE INTERESTS OF THE YOUNG
PEOPLE IN ATTENDANCE AT THE MILWAUKEE
VOCATIONAL SCHOOL IN NOVEMBER, 1932,
IN THE NEWS SECTIONS OF NEWSPAPERS

Young Men				Young Women			
Rank	Name of Section	Per Cent of Interest	Ranking with Young Women	Rank	Name of Section	Per Cent of Interest	Ranking with Young Men
1	Sport.....	90.32	3	1	Theatre and movies.....	89.36	3
2	Criminal.....	78.63	5	2	Radio.....	74.02	5
3.	Theatre and movies.....	75.34	1	3	Sport.....	71.97	1
4	World.....	68.90	7	4	Home.....	68.76	9
5	Radio.....	67.88	2	5	Criminal.....	67.84	2
6	National.....	61.55	10	6	Society.....	61.88	11
7	City, county, and state..	57.96	8	7	World.....	51.33	4
8	Political....	54.42	9	8	City, county, and state...	48.34	7
9	Home.....	30.13	4	9	Political.....	43.43	8
10	Business and financial..	29.95	11	10	National.....	41.81	6
11	Society.....	15.98	6	11	Business and financial...	18.29	10

much greater interest for the young women. The interest of young men in home news is about twice that which they have in society news. With young women, however, the interest in the society page is not much less than that in the home section. Another item of interest is the preference both sexes have for world news

over national, city, county, and state news.

Reference to Table XXXII shows also that feminine interest in advertisements, opinion, and literature greatly exceeds that of the masculine. When the matter of collective interest in all sections is considered, the young women show a slightly greater interest in the newspaper as a whole than do the young men.

The Effect of Age and Grade Completed
Upon Newspaper Reading

The effect of age and grade completed upon the newspaper reading of the 3,015 young men and 3,963 young women studied in previous chapters with respect to the effect of the same factors upon their book and magazine reading was also determined. Table XXXIV gives a distribution of the young men for each age and grade who read newspapers. Table XXXV gives a similar distribution for the young women. These distributions are shown graphically in Figure 7 for grades completed, and in Figure 8 for age trends. As in the study of books and magazines, the tables and graphs cover both the compulsory age area of fourteen to eighteen years and a voluntary age period up to age twenty. The same limitations apply to this study concerning the effect of age upon the newspaper reading of the voluntary pupils that were described in the studies of the effect of age upon their book and magazine reading.

A study of the effect of grade completed upon the newspaper reading of the group studied does not show that the young women hold a uniform lead through the compulsory years as was true of their book and magazine reading. The curves for both sexes rise gradually and steadily from grade VII to grade XI, but cross each other twice. In grade IX the number of young men newspaper readers exceeded the number of young women readers. The interest of the young women who had completed high school dropped sharply to a level below that for those who had completed no grade higher than grade VII, whereas that of the young men went steadily up.

When this population is studied on the basis of age classifications by half-year intervals, we are impressed by the fact that the curve is almost horizontal for the young women clear through the compulsory age period, but drops after that. The interest of young men is below the level of the young women

TABLE XXXIV

DISTRIBUTION BY NUMBER AND PERCENTAGE OF THE YOUNG MEN NEWSPAPER READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN DECEMBER, 1932,
CLASSIFIED ACCORDING TO AGE AND GRADE COMPLETED

Grade	14	14½	15	15½	16	16½	17	17½	18	18½	19	19½	20	Total Readers	Total Sur- veyed	Per Cent Readers
VII ...	..	..	..	..	37	66	76	66	24	..	..	..	..	269	324	83.0
VIII ...	21	36	84	108	177	235	294	305	86	..	..	..	..	1,346	1,544	87.2
IX ...	..	..	25	40	86	132	145	151	66	..	..	..	..	645	715	90.2
X ...	..	..	..	..	26	39	71	77	27	..	..	..	..	240	265	90.6
XI ...	..	..	..	..	..	..	16	18	17	..	..	..	..	51	54	94.4
XII ...	..	..	..	..	..	..	..	..	25	26	22	19	17	109	113	96.5
Total Readers	21	36	109	148	326	472	602	617	245	26	22	19	17	2,660	..	..
Total Surveyed	24	44	127	176	398	531	678	680	270	28	22	20	17	..	3,015	..
Per Cent Readers	87.5	81.8	85.8	84.1	81.9	88.8	88.8	90.7	90.7	92.8	100.0	95.0	100.0	..	..	..

TABLE XXXV

DISTRIBUTION BY NUMBER AND PERCENTAGE OF THE YOUNG WOMEN NEWSPAPER READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN DECEMBER, 1932,
CLASSIFIED ACCORDING TO AGE AND GRADE COMPLETED

Grade	14	14 ⁶	15	15 ⁶	16	16 ⁶	17	17 ⁶	18	18 ⁶	19	19 ⁶	20	Total Readers	Total Sur- veyed	Per Cent Readers
VII ...	..	..	..	..	20	40	48	54	10	..	..	..	..	172	201	85.6
VIII ...	38	58	100	164	250	296	329	337	92	..	..	..	..	1,664	1,930	86.2
IX ...	..	..	24	46	120	164	217	194	57	..	..	..	..	822	956	86.0
X ...	..	..	..	..	65	111	147	178	59	..	..	..	..	560	600	93.3
XI ...	..	..	..	..	..	..	25	23	19	..	..	..	..	67	72	93.1
XII ...	..	..	..	..	..	..	..	..	32	43	40	36	29	180	204	88.2
Total Readers	38	58	124	210	455	611	766	786	269	43	40	36	29	3,455	..	..
Total Surveyed	45	67	152	237	518	714	852	903	307	43	46	45	34	..	3,963	..
Per Cent Readers	84.4	86.6	81.6	88.6	87.8	85.6	89.9	87.0	87.6	100.0	86.9	80.0	85.3	..	..	..

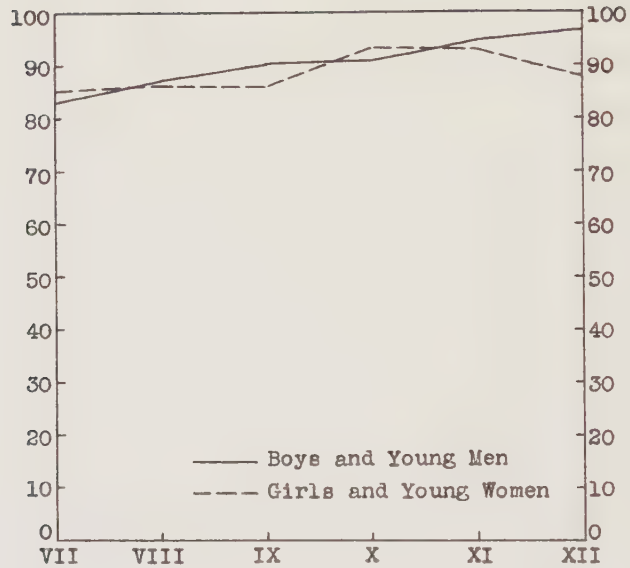


Fig.7.--Percentage distribution of pupils of the Milwaukee Vocational School who read newspapers in 1932 classified according to grade completed.

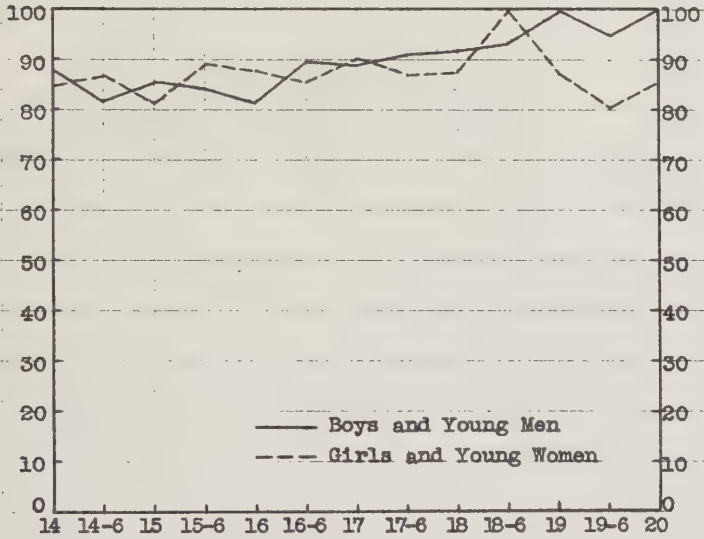


Fig.8.--Percentage distribution of pupils of the Milwaukee Vocational School who read newspapers in 1932 classified according to age by half-year groups.

from fourteen years to sixteen years six months, and from there on runs with, and after seventeen years six months rises above, the level of the young women. We must conclude, therefore, as we did for books, that the lead of the young women in the younger age period gives way to the young men as the two groups mature. In the field of newspaper reading, too, we find the only field in which the general average of the young men exceeds the average of the young women. In book and magazine reading the general average for young women for the whole period covered exceeded that of the young men. It should be noted, too, that the young men also led in newspaper reading in 1924.

General Summary of the Newspaper Reading
of the Pupils Surveyed in 1932

1. The 1932 survey showed that not as large a percentage of the pupils of that year was reading newspapers as was reading newspapers in 1924.
2. The masculine readers constituted 88.90 per cent of the group of young men and the feminine readers 86.48 per cent of the young women surveyed in 1932.
3. The greatest number of non-readers of both sexes had completed school grades no higher than the eighth.
4. The interest of both sexes in newspapers differs by about $2\frac{1}{2}$ per cent.
5. This difference, while small, was four times as great as the difference between the two sexes reported in 1924.
6. Newspapers are not generally borrowed as are magazines.
7. Eighty per cent of the 1932 pupils were unemployed, while of the 1924 pupils almost all were employed. In 1932 families were very extensively on relief. In 1924 practically none was dependent upon free public support. This may account for the drop of 9 per cent interest in the newspaper.
8. The order of interest shown by young men in newspaper sections was: (1) illustrations, (2) news, (3) advertisements, (4) literature, and (5) opinion.
9. The order of interest shown by young women was: (1) illustrations, (2) literature, (3) advertisements, (4) news, and (5) opinion.
10. The interest order in the five large groupings of the

twenty sections of newspapers was the same with exception of news and literature for the two sexes. The figures indicate that young men are more interested in news than in stories, and young women more in stories than in news.

11. The effect of higher grade attainment is to increase the percentage of readers during the compulsory school-attendance period.

12. Older age does not appear to lessen the interest of young people in the newspaper at any point during the compulsory school-attendance period.

The Application of the Findings of the
Newspaper Reading Study to the
Comprehensive Reading Program

A study of the newspaper reading habits and interests of the pupils attending the vocational school in 1932 showed that pupils read newspapers quite consistently but that much is left to be desired in their use of them. There cannot be much objection to their interest in comics and sports if their interest in news and opinion could be stimulated and their interest in crime lessened. The facts secured justified the study that was made. They were of great value in the preparation of the plans for a better course of instruction in the use of the newspaper. This development has been provided as part of the supplementary plans scheduled for 1934. The study showed very clearly that the problem is primarily one of securing qualitative improvement and secondarily one of stimulating a small number of pupils who do not read newspapers regularly to establish the habit of reading them.

CHAPTER VIII

THE READING-WITH-A-PURPOSE CLUB EXPERIMENT

It was stated in an earlier chapter that the conclusion had been reached by the educational staff of the school that the reading club plan leading to diploma awards was not a successful way to stimulate reading interests. It will be remembered that a diploma was granted to a pupil when he had read books to an aggregate value of 100 points. Since no book on any reading list was given a value above five points, no less than twenty books had to be read to secure a diploma. If the list of books read included books of less than five-point value, the number of books a pupil had to read to secure a diploma had to be more than twenty.

There was some feeling that the plan failed of success because the quantitative requirements were high. It was decided, accordingly, to retest the club plan idea in connection with serious reading at a time when such a campaign could have the support of regular periodic instruction. By the latter part of 1932 it was felt that the time had come for making such a test, because the basic preparation for the weekly reading courses was nearing completion and bibliographies and book lists were also ready to be used. With this general preparation to support it the Reading-With-a-Purpose Club (R.W.A.P.C.) was begun.

Each member of the new club who read six books bearing on some purposeful objective and completed the reading within the course of a single semester was given a special certificate prepared for the purpose. All six books did not have to deal with one field. Three books were the required minimum for a field. This allowed a pupil to read three books about each of two fields of interest if he so chose. In undertaking to read in any field, the pupil was permitted to read a book of fiction bearing on the theme selected provided the other two were classified books.

Very brief book reports were required. These were first reviewed by the pupil's classroom teacher and then delivered to the office of the reading adviser, where records were kept and

certificates issued when earned.

The Reading-With-a-Purpose Club was launched in January, 1933, by announcement in the Vocational School News, the bi-weekly school newspaper, and through an assembly program which featured the importance of doing whatever one does purposefully and according to some well considered plan. The assembly program was more than a mere talk by the principal of the school. It was a somewhat realistic treatment of the subject. Two experiments were performed. On the platform of the stage within view of everyone a flask of water was heated over a gas plate and the steam generated allowed to escape into the air. The experiment was performed by a pupil who carried out instructions given him by the principal. During the course of the experiment this pupil and the principal carried on a conversation which brought out the facts to be emphasized. In this particular experiment the audience was shown that energy was used to transform water into another form of energy but that the steam generated was wasted because it was not harnessed in any useful way.

On another table in line with the first, a steam engine was placed. The audience saw the experimenter apply heat to the boiler, became conscious of the steam generated when it was momentarily passed out of a steam whistle into the air, and then saw the effect of its introduction into a steam cylinder when the engine was set in motion. The engine was connected with a small generator which produced current that was used to light an electric lamp. During the experimentation, as in the first instance, the pupil and principal carried on a conversation to clinch the point that here energy was being produced, controlled, and harnessed, to achieve a definite and useful purpose.

In his final remarks the principal pointed out that one's reading activities can and should be ordered to some very definite purpose and that such orderly and planned reading would provide all the pleasure that reading without a purpose would furnish but would also add greatly to the reader's general fund of information.

The faculty of the school followed up the assembly appeal by giving further emphasis to purposeful reading in classroom talks. Pupils were permitted to make application for membership in this club in their classrooms. Faculty members had been instructed to conduct the work in a manner that would leave the

pupil free to decide for himself whether or not he would join the Reading-With-a-Purpose Club. Joining was to be entirely voluntary with the pupil.

The direct effort of the teacher was supported by posters printed in color which were posted on bulletin boards in the classrooms. Book lists, printed on colored cards, prepared by teachers interested in specific fields, were made available to pupils with special interests.

The result of this campaign was very spectacular. Quite to everyone's surprise, the number of applications was very high. A little over half of the school responded. This was a serious disadvantage, as will be explained later.

In exchange for the applications paper book marks were issued to pupils. On these book marks were printed the few simple rules of the club which served to guide the pupils in regard to club membership. Upon presenting two of the six required reports on books read, a pupil was given his membership in the club in full standing. Certificates were issued when six books had been reported upon satisfactorily by the club members entitled to receive them.

During the two semesters following the organization of the club, membership lists were published in the school newspaper. A pupil's name appeared when he had read two books and become a club member. Progress was also reported in the paper as certificates were earned for completing the reading of six books.

The administrative plan was to push the program vigorously for one semester only to see whether or not it would take root, and then observe how interest in classified reading would continue, increase, or lessen thereafter without special administrative action.

Two important questions were raised in connection with the plan. One was: Will there be overstimulation which will have a harmful effect upon pupils who start but fail to carry on? The second was: Will there be by-products which will justify an experimental program even if overstimulation results?

The experiment had both negative and positive results. The figures in Table XXXVI show that approximately one-half of the day-school population responded immediately and that when those who applied but left school before the semester closed were subtracted from the number of applicants the number remaining

represented a net group of 3,530 pupils, of whom 43.34 per cent succeeded in reading the two books required for membership and 56.66 per cent did not. Of the 43.34 per cent a little less than half read the required six books or more. This group consisting

TABLE XXXVI
DISTRIBUTION OF APPLICANTS, MEMBERS, AND CERTIFICATE
HOLDERS OF THE READING-WITH-A-PURPOSE CLUB OF THE
MILWAUKEE VOCATIONAL SCHOOL FEBRUARY TO JUNE, 1933

	Day School Enrollment Feb. 1933	R.W.A.P.C. Applicants	Withdrawals from School	Net Number of Applicants	R.W.A.P.C. Members	R.W.A.P.C. Certificate Holders
Head Count.....	8,735	4,473	943	3,530	1,530	692
Per Cent.....	..	..	..	100.00	43.34	19.60

of 692 pupils who made the goal was 19.60 per cent of the total group that applied and remained in school during the entire semester. We may say then that of the net group of applicants one-fifth received certificates.

These figures gave support to the argument advanced against such a club on the grounds that pupils would be overstimulated in a harmful way. There was a very heavy response, as stated, which was indicative of marked overstimulation. No facts or data are at hand on which to base the statement that this great overstimulation was harmful and if so, how harmful. Serious consideration, however, must be given to the fact that in the course of a semester the number of applicants who failed to secure certificates by not completing the reading of six books was 80.40 per cent of the total who indicated a desire to do so. The experiment indicated that staff effort to arouse interest was very successful but that staff effort to develop staying power in pupils to see the program through was far less effective. These results seemed to warrant the decision made later to let the club fade out so far as the certificate system was concerned.

The experience, however, was very fruitful in another direction. There was a tremendous pick-up in 1933 in classified

reading. The increase over 1932 was more than 10 per cent. This gain was not due to the club readers alone. The combined number of books drawn by the R.W.A.P.C. members during the year was calculated as being 12,214 volumes, of which approximately one-fourth were related fiction. This left a net of 9,143 strictly classified volumes. The total circulation for the school in 1933 was 37,585 classified volumes. Apparently R.W.A.P.C. members were responsible for less than one-fourth of the total classified circulation. But the 1933 classified circulation exceeded the 1932 classified circulation by 10,566 volumes. These figures indicate that the total gain from one year to the next was greater by 1,423 volumes than the total classified books read by all club members taken together.

This proves that non-members as well as members were motivated by the campaign. Apparently class discussions, book lists, bibliographies, and the weekly reading periods had affected the non-members considerably. This led the staff to conclude that the member group would probably respond to the same stimulation if it were exerted in the same general way minus the award feature, even if not to quite the same degree. The conclusion was that the experiment had shown that the campaign generally would reach a large group even if no awards were attached, and under that plan the pupil who would or could not persist would not go through false motions nor give the staff the trouble of a great amount of record keeping.

There was the conviction, too, that a large part of the applicants who slipped were probably poor readers, who would have followed up their initial interest if they had had the ability. It was felt that any special effort would be well spent in testing such pupils for reading disabilities caused by mechanical or social difficulties, and attempting to do personal work with them on the basis of the specific needs of each pupil in need of special assistance.

These several considerations finally led to the abandonment of the R.W.A.P.C. on a certificate basis, but not to a discontinuance of the practice of keeping the pupils of the school conscious of the values of reading with a purpose along definitely planned lines. It was expected rightly that by this procedure large groups of pupils able to read well would respond to the mass-action type of procedure without involving the non-reading

group, for whom stimulation and assistance must come by means of individual treatment.

By-Products of the Experiment

Two noteworthy results followed the experiment with the R.W.A.P.C. Many little groups of pupils found common interests in their reading. In time such groups organized reading clubs of their own. They developed a very interesting social life also. It is now not uncommon to find these groups meeting after school hours or during the evening and gathering for a delightful hour of oral book-reporting and discussion followed by a tea. These meetings are usually held in some room set aside for social purposes, or in the school library.

The second development was the deep interest taken by certain pupils who interested themselves in a very special way in assisting the reading adviser, librarians, and teachers to stimulate other pupils to read. Out of this self-appointed volunteer service grew the reading-sponsorship plan of stimulation. Today every academic classroom has a reading sponsor who is appointed jointly by the teacher and the president of the classroom.

These reading sponsors are carefully selected on the basis of their interest in reading, and take their work seriously. They, too, have group meetings, and discuss techniques and methods of arousing their classmates to take a deeper interest in better reading.

Occasionally the reading adviser meets these sponsors in the school library on some evening when some one of the public library or school staff can meet with them to give them an inspirational talk. At these meetings these talks are supplemented with programs arranged by the sponsors themselves. These programs are usually built around some literary theme. Such meetings are never closed without a social opportunity to get acquainted and partake of some light refreshments.

There is no way to measure the effectiveness of the sponsors except through the general effectiveness of the school program as a whole. The opinion of the professional staff is that the penetration of these many workers has had a wholesome and salutary effect upon the school. A common remark is: "Pupils will listen and take suggestions from one of themselves when they will pay little or no attention to a teacher."

General Summary

1. The Reading-With-a-Purpose Club experiment was very effective in arousing an initial interest in a little more than half of the total population attending the day school in 1933.

2. Slightly over 43 per cent of these pupils succeeded in gaining membership by the reading of two classified books and the preparation of satisfactory book reports.

3. Nineteen and six-tenths per cent of the applicants read six or more classified books or fiction related to one or two purposes and received R.W.A.P.C. certificates.

4. The 80 per cent mortality of pupils who had shown a voluntary initial interest but failed of receiving certificates, and the 56 per cent who failed of membership because they had not read and reported on two books, indicate the presence of hindrances or obstructions which in all probability are definitely personal with the individuals concerned and call for special individual treatment.

5. The general experience led the experimenters to conclude that the purpose of the club should be given continuous emphasis but without featuring the award system. To that end the award plan was allowed to fade out. It was completely dropped as a feature by February, 1936, by which time the last of the pupils interested in the club when it was started had left school.

6. The R.W.A.P.C. experiment stimulated the organization of little reading clubs that meet voluntarily in a social way to discuss books and literature generally.

7. The experiment stimulated pupil leaders to assist the reading adviser and librarians to promote an interest in reading. This demonstration finally led to the setting up of a reading-sponsor organization to insure the presence of one such sponsor in each academic classroom.

8. The general experience reinforced other findings, notably that brought out by the Survey of 1932, that a large group of pupils is unresponsive to mass stimulation, and led to the decision to set up a number of reading clinics. The planning for these has been completed and the first of them began to function in September, 1936.

CHAPTER IX
THE SIGNIFICANCE OF THE EFFECT OF THE SOCIAL
ENVIRONMENT UPON THE READING INTERESTS
OF YOUNG PEOPLE

Native intellectual capacity is not the only factor that determines the reading interests of young people, even though it is very essential to the development of reading ability. An investigation into the environmental factors surrounding children and young people reveals very clearly that children who possess the necessary intellectual ability to become fluent readers may or may not become readers because of the social environment in which they find themselves.

In order to determine the significance of the social environment upon the reading interests and habits of young people, a special study was undertaken to investigate this significance. To that end one hundred young people,¹ half of each sex, who had shown a marked interest in the Reading-With-a-Purpose Club, were selected at random for special study. Another hundred, also fifty of each sex, who were distinctly non-readers, were also selected at random. Both groups were given the Henmon-Nelson Tests of Mental Ability, Form A. Following this examination of their mental ability they were interviewed one at time by several teachers who conversed with them concerning their interest or lack of interest in reading. The examiners were asked to get the pertinent facts by questioning pupils in a manner that would secure the co-operation of the pupils questioned. No specific set of items was set down prior to the questioning as a guide for the examiners. This was partly due to the desire to give the examiners latitude to explore for controlling items. Undoubtedly in providing this freedom and latitude some facts were not uncovered due to the examiner's failure to question in some areas where important facts might possibly be found. The technique employed had, therefore, some weaknesses as well as

¹See Appendix, p. 141.

real values. The individual mind-set of each examiner very likely was responsible for this to a certain degree, for it was noted when the reports were read and examined that these individualistic characteristics of the examiners were reflected in the consistent differences in their several sets of reports. The findings, notwithstanding, were sufficiently significant to be of importance in studying the part that the social environment of an individual plays in stimulating or inhibiting reading interests. Were another investigation to be undertaken along similar lines, the items of this past investigation would serve as a good guide in doing another study more thoroughly.

The reports were next systematically analyzed by a teacher familiar with reading problems and instruction in English. She first read a fair portion of the reports and prepared a chart on which items of social significance were itemized in a classified list. This served as a check list against which each report was later checked. New items were added to the check list as the work progressed whenever an item was discovered that had not been reported previously. When all the checking had been completed, the frequency of the various items was determined.

This teacher, profiting by the check of the 200 reports, next interviewed one hundred adult readers for facts concerning the influence of social factors upon their reading, but without testing these adults for intelligence ratings.

In preparing the check list the items were classified under three main headings--A, Personal Factors, B, Home Factors, and C, School Factors. A study of personal factors was necessary to determine the individual's situation in relation to the social influences surrounding him in his environment. Obviously each pupil's intelligence, health, and other personal characteristics served to open up certain potentialities in the social situation of which he was a part, or else failed to do so. The following series of tables and brief descriptions give the important findings derived from this study.

A. Personal Factors

The Effect of General Intelligence Upon Reading Habits

The Average intelligence quotient of the readers as shown in Table XXXVII was eleven points higher than that of the non-

readers, and the median intelligence quotient of the readers was fourteen points higher. Inspection of the table shows that the range of the intelligence scores of the readers was greater than that of the non-readers. Significant, too, is the fact that among the non-readers were fifteen cases rated with an I.Q. of 100 or better, and among the readers forty cases whose intelligence ratings fell below 90, indicating in one situation a lack of interest in spite of ability and in another a marked interest in reading notwithstanding that the ability of the readers was below average. These findings show that other factors besides intelligence must be considered in determining what stimulates some

TABLE XXXVII
DISTRIBUTION OF INTELLIGENCE QUOTIENTS OF ONE
HUNDRED NON-READERS AND ONE HUNDRED READERS,
FOURTEEN TO EIGHTEEN YEARS OF AGE, ATTEND-
ING THE MILWAUKEE VOCATIONAL SCHOOL IN 1933

Intelligence Quotient	Number of Non-Readers			Number of Young Readers		
	Male	Female	Total	Male	Female	Total
I.Q. 60-69	5	3	8	1	1	2
I.Q. 70-79	14	17	31	7	12	19
I.Q. 80-89	14	20	34	6	13	19
I.Q. 90-99	4	7	11	8	5	13
I.Q. 100-110	9	2	11	17	16	33
I.Q. 111-120	3	1	4	5	2	7
Above 120	..	..	..	6	1	7
Total....	49*	50	99	50	50	100
Median I.Q.	84	82	82	102	88.5	96
Average I.Q.	86	82	84	98	92	95

*One male non-reader was not present when the tests were given.

pupils to read and inhibits others from reading. Monroe, in her study of children who could not read, made the following statement:

Even between closely related abilities, such as reading and intelligence, there is a range of disparity in which we find such variations as the bright child who cannot read although he can comprehend material read to him, and the defective child who reads fluently although he is unable to deal intelligently with the material read.¹

¹Marian Monroe, Children Who Cannot Read, p. 1. Chicago: The University of Chicago Press, 1932.

The Effect of Nationality of Ancestry
Upon Reading Habits

An investigation into the nationality of ancestors brought out the fact that nativity of the foreign ancestry was distributed among twenty-three national or racial groups. The two most numerous foreign groups were German and Polish, with the Germans in the lead. Next followed Irish, Bohemians, Austrians, Britishers, French, Hungarians, and Italians. The last five of

TABLE XXXVIII

DISTRIBUTION BY NATIONALITY OF ANCESTRY OF ONE
HUNDRED NON-READERS, ONE HUNDRED YOUNG READERS,
AND ONE HUNDRED ADULT READERS, ATTENDING
THE MILWAUKEE VOCATIONAL SCHOOL IN 1933

Nationality of Ancestry	Number of Non-Readers			Number of Young Readers			Number of Adult Readers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Austrian	..	1	1	1	2	3	2	1	3
Bohemian	..	..	..	3	4	7	..	2	2
British	..	..	..	..	..	..	3	4	7
Croatian	1	..	1	1	..	1	..	..	..
Dutch	..	..	..	1	..	1	1	..	1
French	..	..	..	1	2	3	3	1	4
German	14	13	27	15	7	22	24	26	50
Greek	..	..	..	..	..	..	1	..	1
Hungarian	1	..	1	2	2	4	..	1	1
Irish	..	..	..	2	1	3	5	5	10
Italian	..	3	3	1	1	2	2	..	2
Jugoslavian	1	..	1	..	2	2	..	..	..
Latvian	1	..	1	..	..	..	..	..	..
Norwegian	..	..	..	..	..	..	..	2	2
Pennsyl- vania Dutch	..	..	..	..	..	..	1	..	1
Polish	15	8	23	15	11	26	4	4	8
Roumanian	..	..	..	..	..	..	1	..	1
Russian	..	..	..	1	..	1	..	..	..
Slovenian	..	..	..	2	..	2	..	..	..
Spanish	..	..	..	..	..	..	1	..	1
Swedish	..	..	..	..	..	..	2	..	2
Swiss	..	..	..	..	..	..	1	..	1
Negroes	1	..	1	1	..	1	1	2	3
No Answer	16	25	41	11	21	32	9	9	18
Totals	50	50	100	57	53	110	61	57	118

these were equally represented. Foreign ancestry as revealed by the case studies reported in Table XXXVIII seemed to be a characteristic of both the reading and non-reading groups. Since the distribution was roughly the same for both groups, we must conclude that not the ancestry itself but the type of parent was a controlling factor. The probabilities are that intelligent and interested parents of foreign countries influenced their children positively while ignorant and indifferent parents failed to influence their children to read and undoubtedly retarded them greatly. The ancestry of each of twenty-eight pupils could be traced to two nations.

The Effect of Physical Limitations Upon Reading Habits

The study of the facts listed in Table XXXIX is exceedingly revealing. This study becomes doubly significant when we take into account that the hundred non-readers and the hundred young readers fourteen to eighteen years of age were selected at random from the whole school. In selecting these cases for interview, the teachers did not know that an investigation of health factors was to be made. These facts were determined later when the health of these pupils was made a matter of special study.

The hundred readers selected at random were practically free of physical difficulties. Two had had serious illnesses in the past, one was a cripple, and the fourth had defective vision. Quite in contrast were the hundred non-readers, of whom sixty-eight had had or were having some physical difficulty. Thirty alone had uncorrected defective vision, five were diagnosed as exceedingly nervous persons, and four were in poor health. Four others were crippled. This list indicates that one very serious cause of lack of interest and retarded reading habits is poor vision, and points rather conclusively to the need of giving attention to physical defects. The question may be raised as to the responsibility for adjusting such difficulties when they are detected or become known. Much attention is paid to proper lighting in schools. Earnest consideration is also given to adequate ventilation, sanitation, and other health conditions, but prompt relief is not brought to eyes that cannot see well, nor are nasal passages cleared that are partially blocked with adenoids, nor are physical defects that cause retardation corrected. These

statements present problems concerning the jurisdiction of private or state medicine in dealing with such cases. Probably a rule ought to be made as to the length of time that such cases may be neglected before school authorities are to be permitted to step in and bring relief to individuals who, if their organs,

TABLE XXXIX

DISTRIBUTION OF CASES AMONG ONE HUNDRED NON-READERS,
ONE HUNDRED YOUNG AND ONE HUNDRED ADULT READERS
SUFFERING FROM PHYSICAL DEFECTS WHILE ATTENDING
THE MILWAUKEE VOCATIONAL SCHOOL IN 1933

Physical Defects	Number of Non-Readers			Number of Young Readers			Number of Adult Readers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Defective vision...	13	17	30	..	1	1	2	3	5
Defective hearing..	3	..	3	..	..	..	..	..	..
Infected tonsils and adenoids	3	2	5	..	..	..	..	..	..
Speech disorders	3	1	4	..	..	..	1	..	1
Crippled...	3	1	4	1	..	1	3	..	3
Lack of sleep ...	2	..	2	..	..	..	..	..	..
Left handedness.....	5	1	6	..	..	..	..	..	..
Nervousness	3	2	5	..	..	..	..	..	..
Poor health	1	3	4	..	..	..	..	..	..
Illness in past.....	..	1	1	..	2	2	2	3	5
Defective teeth....	..	2	2	..	..	..	1	..	1
Goitre.....	..	1	1	..	..	..	..	..	..
Accident...	..	1	1	..	..	..	..	..	..
Total affected	36	32	68	1	3	4	9	6	15

especially of sight, are deficient in normal powers, find themselves seriously incapacitated while attempting to pursue the schooling the state requires of them. Since private medicine does not seem to gain from the neglect of large numbers of such cases, the state might perhaps be permitted to give its children

a fighting chance to secure an education under favorable bodily conditions as well as good schoolroom conditions. The fact that physical difficulties correlate with lack of interest in reading and inability to read provides evidence of the seriousness of this matter, and warrants setting up the requirement to have a poor reader or non-reader physically examined. The study of one hundred adult readers showed that they were enjoying good health with the exception of five per cent of the group who suffered from defective vision. Here another question may be raised: Had a hundred adult non-readers been selected at random, what would a check of their physical status have shown? Even without the knowledge concerning adult non-readers, the findings of this study give us clear evidence that pupils should be physically examined and defective conditions interfering with normal educational processes promptly corrected either by private physicians when the families of pupils so affected can afford it, or at public expense when they cannot.

B. Home Factors

The Effect of Death or Absence of Parents Upon Reading Habits

Table XL bears upon the status of the families of the readers and non-readers with respect to parents living, dead, divorced, or disabled. As was to be expected, the older readers of the adult group had fewer living parents than the younger groups fourteen to eighteen years of age. The younger groups, whether readers or non-readers, seemed to have sustained equal losses. Consequently it would seem that the loss of one or more parents is not a determining factor in developing or inhibiting interests in reading. Such losses were probably sustained in both groups after habits favorable or unfavorable to reading had been established.

The Effect of the Exclusive Use of a Foreign Language by Parents Upon the Reading Habits of Their Children

Table XLI, though incomplete for young readers, shows nevertheless, with respect to one item, that the exclusive use of a foreign language by parents was almost three times as great in the families of the non-readers as in those of the readers. It would seem then that the exclusive use of a foreign language by

parents tends to inhibit an interest in reading among the children. The probabilities here, as in other unfavorable situations, are that the reading habits established by good readers whose

TABLE XL

DISTRIBUTION OF ONE HUNDRED NON-READERS, ONE HUNDRED YOUNG, AND ONE HUNDRED ADULT READERS ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN 1933, CLASSIFIED WITH RESPECT TO LIVING, DEAD, DIVORCED, DISABLED, OR MISSING PARENTS

Status of Parents	Number of Non-Readers			Number of Young Readers			Number of Adult Readers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Fathers dead.....	3	7	10	8	3	11	9	9	18
Fathers missing..	3	1	4	..	..	..	..	..	..
Fathers divorced..	..	2	2	2	3	5	..	1	1
Fathers disabled..	..	..	..	..	4	4	..	..	..
Others.....	44	40	84	40	40	80	41	40	81
Total..	50	50	100	50	50	100	50	50	100
Mothers dead.....	4	3	7	2	4	6	5	8	13
Mothers missing..	2	..	2	1	..	1	..	..	..
Mothers divorced..	..	2	2	2	3	5	..	1	1
Mothers disabled..	2	9	11	..	1	1	..	1	1
Others.....	42	36	78	45	42	87	45	40	85
Total	50	50	100	50	50	100	50	50	100
Both parents dead.....	..	2	2	1	..	1	2	1	3
One parent living....	7	8	15	8	7	15	10	15	25
Both parents living....	43	40	83	41	43	84	38	34	72
Total	50	50	100	50	50	100	50	50	100

parents speak a foreign language have been developed because of other positive factors strong enough to overcome the retarding effect of the exclusive use of a foreign language by the parents, but that in cases where such positive factors are not operative,

the retarding effect of the exclusive use of a foreign language in the home by the parents is very marked.

TABLE XLI

DISTRIBUTION OF ONE HUNDRED NON-READERS, ONE HUNDRED YOUNG READERS, AND ONE HUNDRED ADULT READERS ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN 1933 CLASSIFIED ACCORDING TO THE USE OF A FOREIGN LANGUAGE IN THE HOME

Status of Use of Foreign Language by Parents	Number of Non-Readers			Number of Young Readers*			Number of Adult Readers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Parents speak English....	29	32	61	45	45	90	41	47	88
Parents speak foreign language only	14	13	27	5	5	10	3	1	4
Parents speak both languages	7	5	12	..	..	..	6	2	8
Total...	50	50	100	50	50	100	50	50	100

*Data incomplete.

The Effect of Parental Interest in Reading Upon the Reading Habits of Their Children

Table XLII shows the effect that the lack of interest in reading on the part of the parents has upon children. The lack of such interest was much more pronounced in the homes of non-readers than readers. It is evident that this lack has a retarding effect upon children except when some other force or combination of forces is strong enough to overcome this negative influence. It is, therefore, an aid to have parents interested in reading. Schools may well stress the responsibility of parents in this matter in their courses in parental education. Such instruction may well be part of the education of the generation now assuming the responsibilities of parenthood to the end that the social and home environment of the next and succeeding generations may be more favorable to the development of proper reading interests.

TABLE XLII
DISTRIBUTION OF ONE HUNDRED NON-READERS, ONE HUNDRED
YOUNG READERS, AND ONE HUNDRED ADULT READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN
1933 CLASSIFIED ACCORDING TO PARENTAL
INTEREST IN READING

Status of Parental Interest in Reading	Number of Non-Readers			Number of Young Readers			Number of Adult Readers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Father interested	7	8	15	13	21	34	14	16	30
Father un- interested	40	35	75	29	26	55	27	25	52
Father dead	3	7	10	8	3	11	9	9	18
Total....	50	50	100	50	50	100	50	50	100
Mother interested	5	5	10	8	20	28	12	19	31
Mother un- interested	41	42	83	40	26	66	33	23	56
Mother dead	4	3	7	2	4	6	5	8	13
Total....	50	50	100	50	50	100	50	50	100

C. School Factors

The Effect of Place of School Attendance Upon Reading Habits

Table XLIII shows that both the reading and non-reading groups fourteen to eighteen years of age had about the same experience as to schooling within and without the city of Milwaukee. Hence place of schooling in and of itself is no factor in stimulating reading interests and habits. The outside experience of the adult readers was greater than that of the younger groups. It is to be expected that an older group will have moved about more than younger groups. The figures for the three groups reveal no significant characteristics concerning the place where a common school education is secured. Here, as with other items, it is certain that other vital factors will determine the fate of a pupil with respect to interest in reading and the acquisition of reading abilities.

TABLE XLIII

DISTRIBUTION OF ONE HUNDRED NON-READERS, ONE HUNDRED
YOUNG READERS, AND ONE HUNDRED ADULT READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN
1933 CLASSIFIED ACCORDING TO PLACE
OF PREVIOUS SCHOOL ATTENDANCE

Place of School Attendance	Number of Non-Readers			Number of Young Readers			Number of Adult Readers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
In Milwaukee	46	41	87	44	45	89	37	37	74
Outside of Milwaukee	2	1	3	2	0	2	9	5	14
Both in and outside of Milwaukee	2	8	10	4	5	9	4	8	12
Total...	50	50	100	50	50	100	50	50	100

The Effect of the Number of Grade Schools
Attended Upon Reading Habits

Inspection of Table XLIV leads to the conclusion that the
experience of the two younger groups in one and two schools was
about the same. More of the readers moved about than of the non-

TABLE XLIV

DISTRIBUTION OF ONE HUNDRED NON-READERS, ONE HUNDRED
YOUNG READERS, AND ONE HUNDRED ADULT READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN
1933 CLASSIFIED ACCORDING TO THE NUMBER
OF GRADE SCHOOLS ATTENDED

Number of Grade Schools Attended	Number of Non-Readers			Number of Young Readers			Number of Adult Readers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
One school	31	36	67	33	35	68	37	42	79
Two schools	7	4	11	6	5	11	2	4	6
Three schools..	12	10	22	5	5	10	7	1	8
More than three....	..	..	..	6	5	11	4	3	7
Total...	50	50	100	50	50	100	50	50	100

readers when three or more schools are taken into account. The adult group included a larger proportion of persons who had been in one school alone than was true of the younger groups. One is not justified in concluding that the number of schools attended in securing a common school education is a factor in influencing reading interests and habits.

The Effect of the Type of School Attended
Upon Reading Habits

TABLE XLV

DISTRIBUTION OF ONE HUNDRED NON-READERS, ONE HUNDRED
YOUNG READERS, AND ONE HUNDRED ADULT READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN
1933 CLASSIFIED ACCORDING TO THE TYPE
OF SCHOOL ATTENDED

Type of School	Number of Non-Readers			Number of Young Readers			Number of Adult Readers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Public school	24	25	49	18	22	40	34	37	71
Parochial school	12	12	24	12	17	29	4	4	8
Public and parochial	10	10	20	9	8	17	11	9	20
Rural school	3	2	5	..	..	..	2	2	4
Total	49	49	98*	39	47	86*	51	52	103**

*Several young pupils failed to give the information desired.

**Some adults attended both rural and urban schools.

Table XLV does not present anything significant concerning the type of school attended other than the fact that both young readers and non-readers are equally well distributed in the various types of schools. The young readers had had no experience in rural schools, however. On the other hand, a small portion of the adults had. A much larger portion of the adult readers were public school trained. A study of the case reports showed that again and again the statement was made that in certain parochial and certain public schools pupils were stimulated by their teachers to read. In many other reports statements were made concerning still other parochial and public schools to

the effect that no special effort of any kind had been made to encourage pupils to read more widely. We must conclude that not the type of school but rather the type of administrator and teachers in charge of the school are the vital factors in developing reading interests and habits.

The Effect of the Amount of Schooling
Upon Reading Habits

TABLE XLVI

DISTRIBUTION OF ONE HUNDRED NON-READERS, ONE HUNDRED
YOUNG READERS, AND ONE HUNDRED ADULT READERS
ATTENDING THE MILWAUKEE VOCATIONAL SCHOOL IN
1933 CLASSIFIED ACCORDING TO AMOUNT
OF SCHOOLING SECURED BEFORE ENTER-
ING THE VOCATIONAL SCHOOL

Amount of Schooling Completed	Number of Non-Readers			Number of Young Readers			Number of Adult Readers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Grade VI	3	3	6	..	..	..	1	..	1
VII	3	2	5	1	..	1	..	..	..
VIII	31	29	60	28	38	66	..	3	3
IX	7	11	18	16	8	24	..	..	..
X	3	4	7	4	3	7	1	1	2
XI	..	..	..	..	1	1	..	..	..
XII	..	..	..	..	..	..	40	33	73
XIV	..	..	..	..	..	..	5	2	7
XVI	..	..	..	..	..	..	..	3	3
Some high and busi- ness col- lege.....	..	..	..	..	..	..	1	4	5
Some high and extra courses..	..	..	..	..	..	..	2	3	5
Grade and business college..	..	..	..	..	..	..	..	1	1
Total	47	49	96	49	50	99	50	50	100

A comparison of the schooling of the non-readers and readers fourteen to eighteen years of age as shown by Table XLVI brings out the very interesting fact that only one reader had not completed the common school, whereas eleven of the non-readers had not. More significant is the fact that the common school course was completed by sixty and the ninth and tenth grades by

twenty-five non-readers. These eighty-five non-readers undoubtedly found the required school work involving reading somewhat difficult. Since they were able to finish these grades, they had near-average ability. It is quite probable that in the hands of expert teachers under favorable conditions they might have developed genuine reading interests and considerably more competency and fluency in the handling of the mechanics of reading.

The selective character of the adult group is to be noted in the fact that with the exception of six all the rest, ninety-four in number, had completed high school or university courses. It is very patent that additional schooling is a very material factor in developing desirable interests and habits of reading. This supports the findings of the Survey of 1932 as reported in an earlier chapter.

The Effect of the Grade and High Schools Upon Reading Habits

The reports of pupils concerning the schools they attended and the influence these schools had on them in stimulating them to read may be interpreted in several ways. Only one-fifth of the young readers and a little over one-half of the adult readers, as shown in Table XLVII give their schools credit for stimulating them to read. Sixty-five of the younger people volunteered no information concerning this item. Thirteen of the

TABLE XLVII
DISTRIBUTION OF ONE HUNDRED YOUNG AND ONE HUNDRED
ADULT READERS ATTENDING THE MILWAUKEE VOCATIONAL
SCHOOL IN 1933 CLASSIFIED ACCORDING TO PLACE WHERE
STIMULATION TO READ WAS RECEIVED

Source of Stimulation	Number of Young Readers			Number of Adult Readers		
	Male	Female	Total	Male	Female	Total
Grade school.....	7	14	21	12	12	24
Secondary schools.....	1	..	1	11	19	30
No stimulation.....	7	6	13	27	19	46
No answer.....	35	30	65	..	..	..
Total.....	50	50	100	50	50	100

young and forty-six of the adult readers definitely state that the schools were not responsible for their deep interest in read-

ing. Case reports indicate that pupils believe that some significant influence other than school was responsible for developing consistent and permanent reading interests. It is quite possible, nevertheless, that their school experiences contributed in a subsidiary way even when other forces gave the impetus to their sustained interest in reading. Even so, other factors in the environment of both groups had greater or equal significance in stimulating these people to read. Therefore, the importance of these other factors must not be underestimated in any program of reading a school promotes if effective results are desired.

The Significance of the Time of Starting to
Read Upon Reading Habits

TABLE XLVIII

DISTRIBUTION OF ONE HUNDRED YOUNG AND ONE HUNDRED
ADULT READERS ATTENDING THE MILWAUKEE VOCATIONAL
SCHOOL IN 1933 CLASSIFIED ACCORDING TO THE
TIME WHEN THEY BEGAN READING

Time When Reading Began	Number of Young Readers			Number of Adult Readers		
	Male	Female	Total	Male	Female	Total
Cannot recall when.....	..	..	..	11	18	29
Ages 6 - 10.....	3	4	7	7	7	14
Ages 11 - 14.....	2	2	4	7	2	9
Ages 14 and above.....	..	..	..	2	..	2
Grades I or II.....	1	5	6	..	..	..
III or IV.....	4	6	10	..	..	..
V or VI.....	2	4	6	2	2	4
VII or VIII.....	1	..	1	3	2	5
In high school.....	..	..	..	6	4	10
At vocational school.....	6	4	10	2	3	5
No answer.....	31	25	56	10	12	22
Total.....	50	50	100	50	50	100

Pupils were asked to tell when they began reading either in terms of their age or the grade or school in which they were at the time reading interests were aroused. Answers were received from some in terms of age and from others in terms of school grades, as shown in Table XLVIII. Approximately one-half of each group could not recall when the interest began and either

said so or gave no answer at all. The outstanding fact in the reports of those who gave answers is that definite interests and habits can be and are established on the secondary level, as is evidenced by ten reports from young readers whose interests were very definitely established after entering the vocational school. Similarly, ten adults reported having begun their reading in high school, and five at the vocational school. From this we may conclude that stimulation provided intelligently on the secondary level will be productive in developing readers of pupils who previously were indifferent or inhibited.

Reasons Why Non-Readers Dislike Reading

TABLE XLIX
REASONS GIVEN BY ONE HUNDRED NON-READERS
ATTENDING THE MILWAUKEE VOCATIONAL
SCHOOL IN 1933 FOR
DISLIKING TO READ

Reason	Number of Non-Readers		
	Male	Female	Total
I. Reading Difficulties			
Too many hard words.....	3	1	4
Read too slowly.....	11	10	21
Mind wanders when reading....	4	1	5
Cannot get meaning.....	6	5	11
Cannot remember.....	4	3	7
General reading disability....	6	1	7
II. Personel Reactions			
Lacks patience to sit and read	5	1	6
Find reading tiresome.....	2	1	3
Dislikes reading.....	6	6	12
Too much else to do.....	1	..	1
Lazy.....	3	..	3
No time	1	8	9
Too much coercion in high school	2	..	2
Lives too far from school so that carrying books is a nuisance.....	2	..	2
No answer.....	18	24	42

Note: Pupils giving answers in a number of instances gave more than one reason for disliking to read.

An analysis of Table XLIX makes quite clear that pupils who do not read fail to do so because they have difficulty in reading. They do not read comprehendingly, well, or fluently.

When they give other reasons, as listed under personal reactions, they are undoubtedly disguising these disabilities unconsciously. Their statements are not to be interpreted as a deliberate attempt to cover up the true facts but rather as evidence of inability to give the real reason, which in all probability is difficulty with the reading process itself. Obviously they are in need of expert professional diagnosis and competent assistance in developing the ability to read to the extent that their native intelligence will permit.

A Special Study of A Small Number of Young People
Who Could Read But Did Not

One significant discovery concerning the school population was the presence of non-readers who had ability to read fairly well but who did not or would not read. They should not be confused with non-readers who cannot read or whose abilities are very limited. It was thought worth while to work for a period of time with a small number of such pupils in a special way as well as with a very few who also had some mechanical difficulties with their reading. Two groups, one of seven pupils and another of six, were organized to meet with an English instructor who correlated reading with a special work project. The pupils were required to cut forms of states of the Union out of composition board and place significant geographical information on the forms, much of it in pictures secured from advertising material sent out by the tourists' travel services of the various states. The plan was to arouse interest through a practical activity and motivate an interest in reading through the necessity of securing information from circulars, advertising matter, and later from books which had material that related to this practical work.

The transition from the practical work to the reading activity was not effected most happily in each case. Notwithstanding this fact, some very interesting results were obtained by the instructor in her handling of the two groups. These groups met in a well-appointed but small classroom informally arranged. It was provided with books and materials and all in all given a very pleasant atmosphere. It was a place where the pupils could meet freely and feel quite at ease. The instructor's treatment of the problem of helping non-readers who were uninterested and resistant

but nevertheless able to read was successful with all of the group except three. Her own report of the activity will give an understanding of her technique:

During the first few days of the special class each pupil chose a state he thought he would like to study, and on this study he concentrated his interests and efforts until he gradually and naturally wanted to branch out to other lines. Very soon after the work started it became evident that actual remedial reading drill to any great extent would be neither practical nor necessary, as the pupils saw no reason for it, said they did not need it, and generally resented it. It was found further that the most important thing was to get the pupil's co-operation, and once this was done he was able to a large extent to correct his difficulty by himself. The group we were dealing with were old enough and read well enough so that what they needed more than anything else was practice, and in order to get this a change in attitude was necessary. Their refusal to read was the result of lack of interest rather than lack of ability, and in cases where ability was lacking the pupil was able to do much toward correcting this himself once the desire to read was given him. In most cases that interest was easily started. A suggestion and a carefully chosen book were all that was necessary. In some cases the project work aided in this, as it was possible to suggest books along the lines of this interest. There were a few cases of outstanding errors, and for these remedial drill was given, but the major portion of the time was spent in building up interest rather than ability.

Several things were found to be of great importance. All members of the group were given eye tests, and five who had definite trouble were given glasses. The groups were kept very small (never more than seven), and this made it possible to create in the classroom a feeling of friendliness and ease. Each pupil was urged to talk freely of his work and his reading whenever he felt that he had something interesting to say, and after the novelty of this wore off, members of the groups used this privilege wisely and were on the whole considerate of their classmates. This made it possible also for me to know each pupil individually and to become familiar with his personality, his whims and his fancies, and to talk with him about his likes and dislikes. It gave me a chance to deal with each person as an individual. Pupils, on the other hand, felt free to talk to me without restraint, and seldom did a day go by that some member of the group did not tell me of something he was doing outside of school--his baseball team, his paper route, his dog, etc. Knowing the pupils thus made it less difficult to choose books that might interest them, and it also made it less difficult to get them to talk frankly about the books they read and the result was that they seemed to enjoy talking about them and found this an additional pleasure in reading. This informal attitude also made the pupils feel free to offer suggestions, and often they themselves said, "Let's have grammar today," or "Can we spell today?" Every suggestion they made was acted upon as soon as possible, usually by consent of the entire group, and thus such drill work as grammar, word study, spelling, or dictionary study was en-

tered into with enthusiasm and not considered routine drudgery.

In choosing a classroom library for the group, it was found to be better to keep the number of books small and to change them often rather than to maintain a large collection for a longer period of time. At no time were there more than thirty books on the classroom shelves, and new books were added at least twice a week. Books that did not prove popular were immediately withdrawn so that the shelves were not cluttered with "dead wood." Pupils knew that books were constantly being exchanged, and new ones added, and they soon got the habit of going to the shelves each day to see what was there. From this it was an easy step to get them to go to the library where the choice was larger. They were reminded often that books in the classroom were only a sample of what the library could provide. Early in the course I took each pupil to the library, showed him how to use the card catalog, and spent some time "browsing" around the shelves with him. So far as possible, I let this be the natural answer to the question, "Could you get me a book on this?" or "Does the library have a book on that?" It might be well to add here that having so few pupils in a group also made it possible for me to keep up with them fairly well in their reading and to read an almost countless number of juvenile and other books that some member of the group might be interested in. This made it possible for me to talk to them on their own ground about their reading, and this seemed to help greatly in keeping up their interest.

The issue of making book reports was not forced, and those pupils who wrote reports did so because their judgment was appealed to--they were made to feel that since they had already read the books the reports were simple matters and were merely the logical conclusion to a job well done rather than the chief object of reading the book. Wherever possible the judgment of the group was appealed to, and here again the small group was an aid as it was possible to talk informally and to individuals. For instance, toward the close of the semester when summer reading lists were suggested it was possible to consider each pupil's interests and to make suggestions to individuals as well as to the group as a whole. In this matter pupils were told that the summer was an excellent time for reading, as more books were easily available then, with many people out of town and so many other interests taking part of the crowd from the libraries. Thus they were given to understand that summer reading was an opportunity rather than a duty or something they were doing to please the teacher.

It seems to me that the importance of the small group and the possibilities of freedom in class and of catering to the individual interests and personalities of the pupils cannot be over-emphasized.

Regarding the three who did not co-operate, she wrote:

Of the three who did very little, one, Harold M____, did get started during the last month of school. He apparently was simply unusually slow, and he might have done more if the work had not ended when it did. Two of the three, Sylvia M____

and Henry M___, did absolutely nothing. Sylvia was too limited in mental ability to read without effort that she was not willing to make. Henry was exceedingly bright, but he was stubborn and conceited and thought he had nothing to learn from books. He simply would not allow himself to become interested as it seemed to be somewhat of a matter of pride with him that he did not read.

Controlled experiments have been made which have proved conclusively that pupils having mechanical difficulties can be helped to overcome retardation suffered in lower grades. Monroe's study is an illustration of such successes. Apropos of her work with several hundred retarded reading cases in Chicago, she commented:

The rate of progress in reading under remedial instruction was found to be a function of the child's intelligence, his age, the number of hours spent in training, the number of months during which treatment was continued, the severity of the disability, the personality and behavior difficulties encountered in applying the remedial training, and the closeness of supervision of the remedial techniques. Children and teachers varied greatly with regard to these factors. Individual cases were found in which a low intelligence-quotient child surpassed a high intelligence-quotient child in rate of progress, or a few hours' remedial work brought greater progress than many hours, or one teacher mastered the remedial techniques more thoroughly in one sitting than another did in many sittings.

The remedial methods, consisting as they did of many methods adapted to the specific difficulties of the children, proved successful with the various types of cases. The children with whom the remedial work failed were those whose reading difficulties were complicated by behavior disorders which the teachers were unable to control, or those to whom the remedial work was given irregularly and without persistent, systematic, or sympathetic treatment.

We noted a tendency for those teachers who worked with several successive cases to improve in technique of applying the remedial methods. It is probable that had we used only practiced teachers in the remedial work, instead of teachers who learned the methods at the same time that they trained the children, the progress would have been much greater than that reported here. Familiarity with the methods and materials enabled the teacher to devote more attention to obtaining rapport with the child and to meeting the problems arising in behavior and personality and less to mastering the methods. The demonstration of success with one case also added to the teacher's feeling of security and confidence in training other cases, and made a subtle but effective change in her approach to the child.¹

¹Marion Monroe, Children Who Cannot Read, pp. 157-158. Chicago: The University of Chicago Press, 1932.

Undoubtedly some of the pupils in Monroe's study were inhibited by complexes induced by their social environment. Nevertheless, all had reading defects to overcome. In the Milwaukee experiment, with the exception of three, all the pupils participating in the experiment could read but did not. The experiment showed conclusively that such pupils can be induced to change both their reading attitudes and habits when proper conditions and sympathetic and competent guidance are provided.

In the development of the special clinics begun in September, 1936, the vocational school has planned to make provision for both the non-reader who cannot read and the non-reader who can but does not.

General Summary of the Findings on the
Significance of the Effect of the
Social Environment Upon the Read-
ing Interests and Habits
of Young People

1. A study of the factors in the social environment of pupils studied in this investigation proved that such factors may be either positive, negative, or neutral in their effect upon the reading interests and habits of young people and adults.

2. A study of the personal characteristics of pupils clearly demonstrates that:

(a) Other things being equal, greater intelligence is a decided aid in developing reading interests and skills.

(b) But that other things being unequal, progress or lack of progress in developing interests and skills is not entirely dependent upon the degree of intelligence possessed, indicating that social and environmental factors as well as other personal characteristics may be and often are the means of securing results such as are not expected of pupils possessing the degree of intelligence these pupils actually do possess.

3. Parental interest is a positive factor that helps to build reading interests and parental indifference or ignorance is a retarding factor.

4. The greater the school achievement of pupils, the more certainly will they become interested in reading, provided certain other factors are not exerting an influence that retards or inhibits a desire to read.

5. Early interest in reading tends to strengthen the

interest in reading and to make it permanent, but if deferred to as late a period as the secondary school years, may be established under proper and skillful guidance in many cases.

6. Physical disabilities such as defective vision, nervousness, and general poor health have a very retarding effect upon reading interests and should be corrected to assure a favorable condition for the development of interest in reading. However, a few severely handicapped pupils will read extensively notwithstanding such limitations.

7. The exclusive use of a foreign language by both parents in a home tends to interfere with the natural development of desirable reading activities.

8. Pupils whose mechanical difficulties with the reading process have not been corrected cannot be expected to develop reading skills or interests.

9. Of and by themselves, uninfluenced by other factors that are either positive or negative, foreign ancestry, death of parents, broken homes, disabled parents, place of school attendance, number of grade schools attended, or types of schools attended, whether public or parochial, are all neutral factors that do not influence the development or prove a hindrance to the development of reading interests or skills.

10. Case studies show that the active personal interests of parents, teachers, or others, in children tend to influence favorably the development of interests and skills in reading.

11. A special reading experiment with non-readers who could read showed that competent sympathetic guidance can induce a major portion of such pupils to renew or acquire an interest in reading.

CHAPTER X
THE EVALUATION OF THE EFFECTIVENESS OF
THE COMPREHENSIVE READING PROGRAM

The Quantitative Evaluation of the Program

To evaluate any program it is important to measure it. Measures may be comparative or absolute. In educational science the comparative principle is frequently employed. Controlled experiments are very common. They depend upon a study of two or more groups of which one is organized as a control group and the others as experimental groups. All the groups are equated in a number of respects in regard to certain characteristics it is deemed important shall be held constant during the experiment. The experimental principle is then applied for a given time to all the groups except the control group. Any differences that may be noted during the experiment or upon its completion are then attributed to the factor introduced into the situation for experimentation.

There are several reasons why the comprehensive reading program cannot be evaluated in this way. The period of time covered by this program was long; the populations dealt with were little cities in themselves, and not small groups; and the populations were fluid and not fixed and stationary. Under the circumstances the experimental-control technique could not be employed.

Dependence upon an absolute measure was also of little value because any gains which on the surface might seem to be due to the stimulation of the program might be attributable to other forces or causes. Unless some way could be found for ruling out these other factors, a claim for the validity of the effectiveness of the program could be challenged. It was necessary, therefore, to find a method of measuring which would make use of the comparative principle in connection with a flowing and changing situation in which the populations dealt with were not stationary as they are in the usual type of controlled experiment. The problem was, in fact, to find another flowing changing popu-

lation subjected to all the forces impinging on the vocational-school populations except the comprehensive reading program we are attempting to evaluate here. It was necessary, too, that the evaluation be for a similar period of time, in this instance for the period the development of the reading program was operative.

Unquestionably, precise measurement of things under rigid control is very assuring. Workers are thrilled with the fineness of measurement that is possible with a Johannsen gauge which permits them to calibrate as closely as a hundred-thousandth of an inch. And yet there are conditions and circumstances under which it is not possible to calibrate closely nor introduce rigidity of control.

For example, gardeners do not measure with micrometers, and yet they conduct experiments involving many factors which require evaluation. When they want to appraise two methods of tomato culture, one in the open and the other under glass, it is doubtful if they would even resort to the use of a calibrating device or measuring stick in noting plant growth. They would rely upon the simple processes of comparative observation to determine the value of one kind of culture over another. Their evaluation, while not dependent upon fine calibrations, would, nevertheless, be dependent upon differences to be noted in plants grown out in the open and those grown under glass. Unless they had them for comparison they could not evaluate a single factor influencing the growth of the plants. They could not, for example, make any claim for the accelerating power of glass to stimulate tomato-plant growth if they had only plants under glass to observe. It would still be necessary to have reference to plants grown in some other way, for it might be said, no matter how rapidly and well the plants had grown under glass, that the growth was due to the potent power of the nutritive substances in the soil in which they took root, or the refreshment of the water supplied them, or the chemical transformations performed within their physical structures by sunlight. But by subjecting alike the plants in the open and those under the glass to the beneficent effects of the same soil, water, and sunlight, they can rule these forces out of consideration and determine the effect of glass upon the growth of tomato plants or vice versa the effect of open culture upon them.

It was necessary to resort to a similar method of evalu-

ating a progressively developing reading program. Here, too, it could be said that if dependence were placed entirely upon absolute measurements calculated in annual gains in the performance record, this would not be necessarily a measure of the effectiveness of the program itself. It might be said of a greatly stimulated increase in reading that other factors rather than the comprehensive program might have been responsible for the gains made. For example, the claim could be made that any increased reading interest that had been manifested was due to the stimulus provided by the economic depression, which gave a more earnest and serious tone to people's interests generally because of the difficulties they faced and the hardships they suffered. Such a statement would be hard to refute unless a measure were had of another situation upon which depression forces impinged also, but upon which the comprehensive reading program of the vocational school had not been focussed. A comparative measure, therefore, was needed. Such a measure is submitted here in the form of the circulation records of three library services--the entire library service of the City of Milwaukee; the collective service of the branch libraries exclusive of the main, deposit, and special libraries; and the branch library of the vocational school. All these libraries draw their clientele from the same geographical territory and serve a population subject to the same general social, economic, and civic conditions and influences. Since these general conditions are alike for all three, it may be assumed that any marked change to be noted in any one subjected to a force not affecting the other two must have been effected by that force. More particularly, since the comprehensive reading program was focussed upon the vocational-school population only and not upon the city population at large, the changes effected in the school's performance if different from the performance of the city-wide services while this program was active must be attributed to this program. Any differences, then, that were apparent under these conditions, afforded a measure for evaluating the program.

There is a limit beyond which no activity can be extended. It is not known what the possible ultimates for either the public libraries or the vocational school were in the years under consideration for which comparative measures are available. A public library service cannot be expected to have the same per capita

book circulation that a school can be expected to have if the school takes full advantage of its opportunities. The school has a population that comes to it with great regularity. The school's professional staff can capitalize upon this fact and focus upon the pupil body in attendance even when its pupil body is in part indifferent. The library, on the other hand, reaches those who are motivated to come to it, and cannot easily reach the indifferent in its public. The people using the public library are chiefly readers. The non-readers come very infrequently, if at all. Gray and Munroe commenting on this fact have said:

Many adults fail to read also because they are not interested. Steps should be taken by libraries and other agencies to cultivate interest in reading among those who fail to read. Because of the fact that it is almost impossible to make appropriate contacts with such people, this problem presents serious difficulties.¹

The school, as is well known, has under its control a large population that cannot be considered readers. This population can be worked with and upon by the school in a way that is not open to the library except as the library sends its staff out into the community to stimulate people. While in theory a community may be stimulated through field workers, it is still true that large numbers of people concentrated within the walls of a large central school building are more easily reached and influenced than when distributed throughout the community at large. They would feel a pressure from a school they attended more quickly than one exerted by the public library. This fact must be kept in mind in making a study of the comparative effects of stimulating forces. To put the matter concretely, it may be that when the general per capita circulation in the city as a whole is seven books per year through public library channels, the vocational-school circulation ought to be fifteen volumes. If then, at any given time the public-library circulation is in fact seven books per capita, and the vocational-school circulation is ten, the performance of the public library is superior to that of the vocational school even though the per capita circulation of the vocational school is higher.

No effort is being made here to compare the performances

¹William S. Gray and Ruth Monroe, The Reading Interests and Habits of Adults, p. 264. New York: The Macmillan Company, 1930.

of the two services to determine their relative effectiveness or their ultimate possibilities regarding the quantity of their book circulations. Nor can this be done. Since the ultimates are unknown, the absolute achievements cannot be compared by themselves because the relative measure of each of two services would depend upon the relation their actual achievements bear to their possible achievements. This would entail a comparison of percentages of efficiency. The ultimates not being known, the percentages cannot be calculated, and hence comparisons on this basis are impossible.

The comparative study here made has been undertaken merely to determine what influence a reading program in the school had upon the school situation and to evaluate it independently of the common factors which played upon both services. These common factors had to be ruled out and could only be eliminated through a comparison of performances of services upon which these factors played equally. A study of the various library services on this basis furnished the means by which this could be done and made possible the evaluation of the single factor operating at the vocational school alone.

A study of Table L indicates what the per capita circulation of each service was through a ten-year period from 1925 to 1934 inclusive. The figures given are for the entire public-library service, the collective branch-library services exclusive of the main, deposit, and special libraries, and the vocational-school branch only. The branch-library figures include the vocational school, and those for the public library include both of the others. All three types of circulation are graphed in Figure 9. A study of these graphs reveals some very interesting trends. First is to be noted the parallelism existing between the curves for the collective service of the city branch libraries and the total public-library service. They rise and drop together throughout the ten years.

A second trend is the general ascending characteristic of all three curves until 1932 is passed and their change in direction after that date. There is no doubt as to the kind of influence the economic depression had upon the reading activities of people. The influence was positive. Naturally a rise of interest from 1929 through 1934 should be expected. In 1933 the present recovery began to set in, with a lessening interest in reading becoming generally apparent. The graphs for all three

TABLE L
ANNUAL PER CAPITA DISTRIBUTION OF CLASSIFIED BOOKS AND FICTION
CIRCULATED BY THE PUBLIC LIBRARY SERVICE, THE CITY BRANCH
LIBRARIES, AND THE VOCATIONAL SCHOOL BRANCH LIBRARY
OF MILWAUKEE FROM 1925 TO 1934 INCLUSIVE

Classification of Library Service	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934
Entire public library service	6.00	6.65	7.07	7.52	7.77	7.82	8.20	8.44	8.41	7.06
City branch libraries only	3.45	3.82	4.30	4.56	5.06	5.62	6.05	6.37	6.12	5.10
Vocational school branch library .	4.42	5.45	5.59	6.02	6.77	7.54	9.22	10.52	11.06	10.86

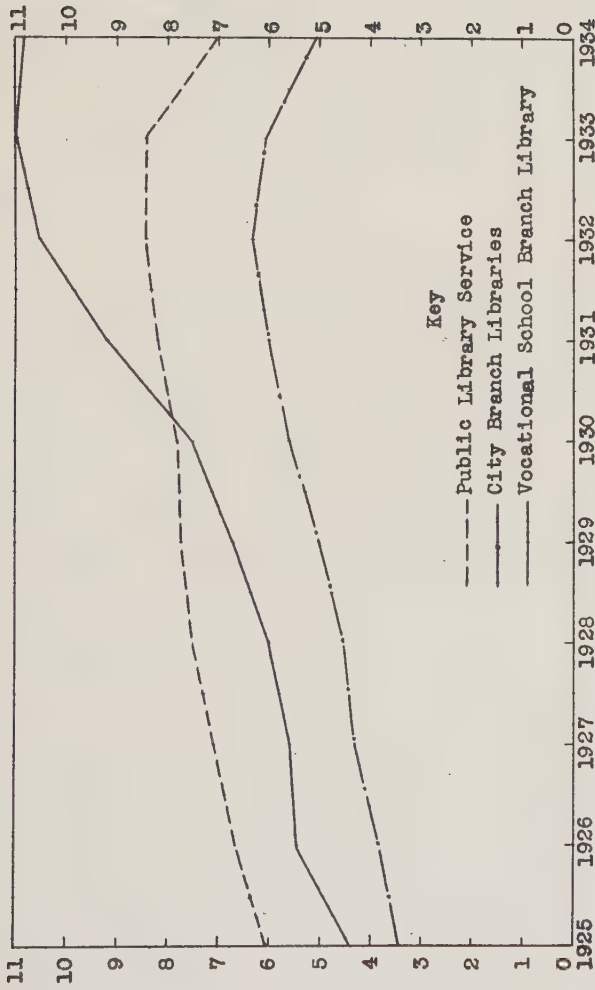


Fig.9.--Annual per capita distribution of classified books and fiction circulated by the Public Library Service, the City Branch Libraries, and the Vocational School Branch Library of Milwaukee from 1925 to 1934 inclusive.

services show that after 1933 there was a decline. However, a study of the vocational-school graph will show that from 1930 to 1933 the school service improved greatly, as indicated by the sharp ascent of the vocational-school curve. These were the years when the comprehensive program was being steadily and vigorously developed. After 1933 the school program was just as actively administered as before, but its achievements were brought down a little by the outside conditions affecting the general population. This slight decline could have been more precipitous had there been no counteracting influence such as the reading program at work in the school.

There is no question but that people generally were pulling themselves out of a depression atmosphere and interesting themselves in other matters, with the result that the amount of their reading decreased. In the school where both youths and adults were in attendance the reading program neutralized this tendency greatly, as shown by the circulation records. If the fact is taken into account that in the whole period under consideration the comprehensive program became a matter of definite planning in 1930 and of progressive action through 1933, with the special activities in class work, reading clubs, class sponsors, and advertising releases, all in full swing by the latter year, and it is then noted that this period coincides with the period shown to be the period of great achievement at the school as reflected in the vocational school graph, it must be concluded that the comprehensive program was very effective.

The goal reached by the library service of the vocational school is probably farther away from its possible ultimate goal than the public-library service is from its ultimate possibility.

With 44 per cent of its pupils non-readers in 1932 and a percentage probably not much less than that to be classified as non-readers now, the vocational school has a further large field in which to operate. Further successful effort in that field should greatly increase the quantitative activity in reading in the school. Comparative reports of the library service of the Milwaukee Public Library and of public libraries in other American cities of the first class warrant the statement that the Milwaukee Public Library is operating at a very high level of efficiency. It is one of the very best. It is the plan at the vocational school to work intensively in the more or less

virgin field open to further exploitation, to the end that the school's level of actual achievement may approach its ultimate possibility as closely as the general city library service has succeeded in achieving in its field. It should be noted, however, that when the time comes in any community that the schools of all types generally push back the margin occupied by the non-reader to much narrower confines than obtain at present, the ultimate possibilities of public libraries will be extended by that amount also. Under those conditions their actual circulation should also be greatly extended beyond the levels thus far reached.

The Qualitative Evaluation of the Program

A study of the qualitative improvement of the reading interests of readers is as important as that of their quantitative improvement. In the discussion bearing on the Reading-With-a-Purpose Club it was pointed out that the school made an effort to direct the interest of the pupils who read into channels that would lead to a more serious type of reading and to fiction that in some way related to serious objectives. This does not imply that reading light fiction has no place in the reading program of pupils. The contrary is quite true. What was important, however, was to establish a more reasonable balance between the two types of reading. There is considerable evidence to show that a much better balance was established, as revealed by the data included in Table LI and graphed in Figure 10. Here as in the quantitative study, the circulation figures representative of the entire public-library service, the collective branch-library service exclusive of main, deposit, and special libraries, and of the vocational-school branch alone, were compared in the same manner as the quantitative measures were compared and for the same purpose, namely, to note the effect of the reading program in the school upon the reading activities of the pupils, and also for the purpose of studying the various services in relation to each other.

The data in the table and the graphs in Figure 10 are based upon the percentage the classified circulation is of the total circulation for each of the three library services. A study of the graphs in Figure 10 shows the presence of a rather consistent parallelism of the curves representing the percentages of the public-library service as a whole and of the collective

TABLE LI
PERCENTAGE DISTRIBUTION OF CLASSIFIED BOOKS CIRCULATED
BY THE PUBLIC LIBRARY SERVICE, THE CITY BRANCH
LIBRARIES, AND THE VOCATIONAL SCHOOL BRANCH
LIBRARY OF MILWAUKEE FROM 1925 to 1934
INCLUSIVE

Classification of Library Service	1925	1926	1927	1928	1929	1930	1931	1932	1933	1934
Entire public library service	37.1	36.3	35.3	33.9	33.2	33.0	32.6	32.6	34.2	36.7
City branch libraries only...	30.3	28.5	26.9	25.7	26.0	26.0	25.0	25.1	26.7	29.4
Vocational school branch library	20.3	17.7	15.8	17.7	18.1	22.7	24.1	27.3	37.4	36.8

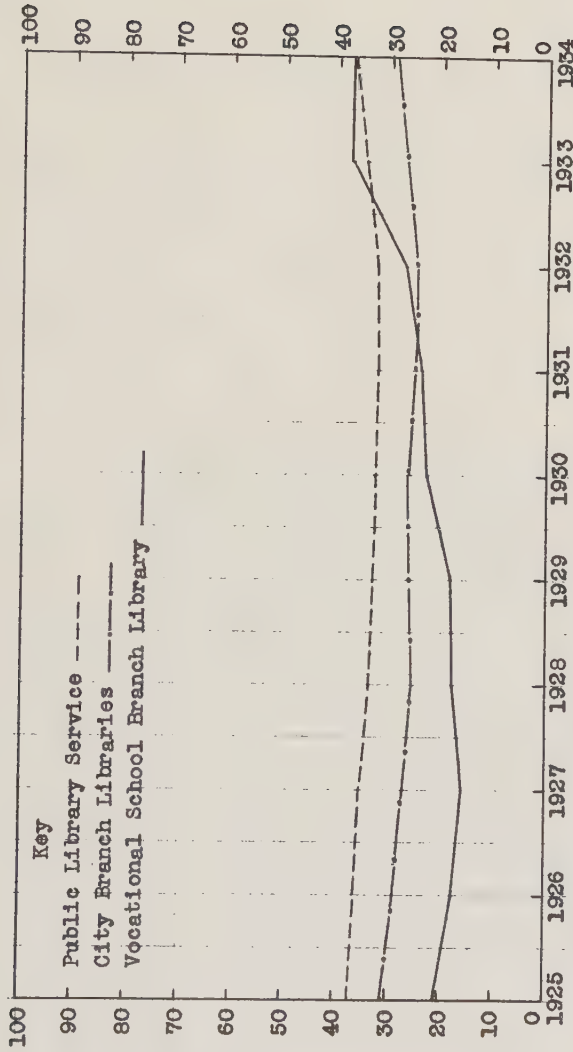


Fig.10.--Percentage distribution of classified books circulated by the Public Library Service, the City Branch Libraries, and the Vocational School Branch Library of Milwaukee from 1925 to 1934 inclusive.

circulation of the city branches exclusive of the main, deposit, and special libraries. The graph for the vocational school shows a steady pull upward from 1927 on, but a spectacular rise for the year 1933, the year in which the special emphasis was made to direct an interest in reading into the classified fields. More significant, however, is the fact that the library service of the school, whose classified circulation was 16.8 per cent below the level of the entire library service of the city, and 10 per cent below the level of the collective service of the city branches exclusive of the main, deposit, and special libraries in 1925, had succeeded in wiping out these differentials by 1934 by equaling the performance of the whole library system. The stimulus given to serious reading by the administration of the comprehensive reading program had brought the school's performance in the classified field up to a level that was on a par with the city-wide performance.

General Summary of the Quantitative and
Qualitative Evaluation of the
Comprehensive Reading Program

1. The comparative study of the circulation records of the entire public-library service of Milwaukee, the collective service of its branches exclusive of the main, deposit, and special libraries, and of the branch library of the vocational school, proved conclusively that the comprehensive reading program increased the amount of reading in a very marked way.

2. The comparative study of the same services with respect to their classified circulation revealed, first, that the reading program is to be credited directly with a great increase in the interest in serious reading and better fiction, and second, with having brought the school's qualitative performance up to the level of performance of the general city library service, a gain of 16.5 per cent in interest in the classified field in a ten-year period.

CHAPTER XI

GENERAL SUMMARY OF CONCLUSIONS AND PROBLEMS

This chapter presents a summary of conclusions bearing upon three fields--learning, instruction, and administration. It is followed by a list of problems resulting from the series of surveys, studies, experiments, and investigations that were undertaken during the twelve-year period in which a continuous and comprehensive reading program was developed to its present large proportions in the interest of the younger and older workers and the unemployed young people and adults who come to the Milwaukee Vocational School to secure guidance and education to help them effect their economic and social adjustments. The presentation of the conclusions will be discussed in terms of their application to the needs and problems of first the pupil, then the teacher and the librarian, and finally the administrator.

Conclusions Derived from the Reading Studies Which Relate to the Field of the Pupil

The series of reading studies and experiments clearly revealed that the school, home, and community life of many pupils is coupled with hazardous experiences and episodes which tend to interfere with their proper development. The social worker and the educator can fully appreciate how far-reaching are the bad effects of untoward circumstances under which many young people grow up. There are numerous reasons why an effort should be made to help young people to grow to maturity with a reasonable chance to make the most of their possibilities and endowments. The good of the social order requires it as much as the need of the individuals themselves. Certain it is, one of the controlling factors that will assist young people to get on is the ability to inform themselves by reading. Failure to acquire this ability will to a great extent retard individuals who otherwise would be reasonably successful.

The findings of the series of studies that relate to the pupils show conclusively that:

1. An interest in reading and an ability to control the reading process can be acquired reasonably early by children in their elementary school life, but society has not yet succeeded completely in so ordering the conditions both in school and out that every potential reader will be properly developed at the opportune time.

2. Interference and retardation in acquiring reading interests and reading skills are due to several kinds of obstructions or hindrances--intellectual, physical, educational, and social.

3. The most difficult obstructions to overcome are those resident in the pupil himself. The greater the pupil's native intellectual capacity is, the greater will be the probability that he can and will acquire not only skills to control the reading process but satisfactory reading interests also. In other words, reading groups collectively considered are more intelligent than non-reading groups.

4. Intellectual capacity of a high order does not necessarily insure that the pupil will be able to read well or be interested in reading, nor does it follow that a capacity below the average of the group will prevent a slow pupil from acquiring reading skill and reading interests. The contrary has been demonstrated in numerous cases and furnishes the assurance to educators and others that remedial work may be applied with hope of success.

5. Physical health is very vital to the development of reading abilities and interests, and the lack of it interferes severely in many cases, especially when the physical handicap is defective vision.

6. Socially inhibited pupils are retarded by certain home influences and environmental conditions. The exclusive use of a foreign language by parents tends to act as a bar to the acquisition of skills and interests in reading, as does also a definite lack of parental interest in reading.

7. Young people who have been inhibited from reading can be stimulated, as late as the secondary years, to take an interest in reading and induced to co-operate with teachers assigned to help them develop skills in reading.

8. Each additional year in school will strengthen the pupil's chances of becoming a consistent reader.

9. Increasing age between fourteen and eighteen does not lessen in general tendency the interest of vocational-school pupils in magazines and newspapers.

10. Increasing age in the same period has an adverse effect upon the reading interest of vocational-school pupils in books until the age of seventeen years six months is reached, after which the interest rises sharply for both sexes.

11. Young women show a generally greater interest in books and magazines and a lesser interest in newspapers than is shown by young men during the age period of fourteen to eighteen.

12. The proportion of the surveyed population in 1924 and 1932 who were readers constituted 56 per cent of the respective groups surveyed.

13. The readers of 1932 read a little less than two and one-half times as many books per capita during the school year as did the readers of 1924.

14. The readers of 1932 showed a marked increase in magazine reading over the readers of 1924. This increase was 10.66 per cent for the young women and 19.45 per cent for the young men.

15. The readers of 1932 who read newspapers constituted a smaller percentage of the 1932 group of pupils surveyed than the percentage of newspaper readers of 1924 constituted of the total group surveyed in that year. Prosperity in 1924 and the economic suffering of 1932 probably account for the somewhat lessened purchase and use of newspapers in the latter year.

16. The probable reason for the absence of a similar decline in the use of books and magazines in 1932 is to be accounted for by the free use of library books and the general tendency to circulate magazines among friends.

17. Young men take a greater interest in the classified fields than do the young women readers, but the interest of young women in classified subjects had greatly improved by 1932 over the 1924 record.

18. Young men when employed do not tend to lessen their interest in books.

19. Of the employed of both sexes approximately 56 per cent read books.

20. Unemployment among young women increases the number of readers, but decreases the number among young men.

21. Readers of magazines of both sexes more often read three different magazines consistently than they do two or one apiece.

Conclusions Derived from the Reading Studies
Which Relate to the Field of the Teacher
and the Librarian

The series of reading studies and experiments directed attention to the great importance of the teacher and the librarian in the comprehensive program the school undertook. The critical examination of what the school organization was accomplishing and of the work of those under whose immediate direction and supervision it was being accomplished during the development period of this comprehensive program revealed to the administrative staff very early that a properly functioning faculty personnel in the classrooms and libraries was perhaps the most important single factor in the whole program. The findings show specifically with respect to the teachers and librarians that:

1. The teacher and librarian who reads and keeps informed easily communicates an enthusiasm to pupils that begets like interests and enthusiasms.
2. Teachers who participate in preparing reading course material, bibliographies, and book lists increase their effectiveness in developing reading interests by participating in such labors.
3. Such participating teachers also tend automatically to sustain their interests permanently and become forces which have a wholesome continuous influence.
4. The librarian is an educator and not merely a circulator of reading materials, and as an educator must assume jointly with the teacher the responsibility of teaching youth the proper use of the library and through the encouragement of its use gradually strengthen the interest of pupils in its services and in reading materials.
5. The efforts of teachers and librarians are greatly strengthened when reinforced by the services of specialists who can give time to the special needs of both pupils and teachers by supplementing the labors of busy teachers and librarians in meeting specialized situations developing from the intensified interests of pupils who need more extensive help than classroom instructors can give.

6. The teachers of specialized practical subjects are afforded frequent splendid opportunities to speak to voluntary reading-club groups about their specialized interests and thus enabled to interest pupils in their fields and the literature relating to their fields.

7. The activity of all teachers of a large institution by supplementing the efforts of each other and collaborating with specialists forms collectively a powerful stimulating force because of the great coverage of diversified interests which they represent.

8. Teachers who operate substation libraries or shop libraries multiply their efficiency as stimulators of reading interests because availability of materials together with competent leadership is a very effective combination for securing results with pupils who can respond.

9. Teachers who do not possess well developed interests in reading and who are relatively inactive in promoting interests in their classes rise conspicuously to notice. The school librarians become quickly conscious of the educational dry-spots through the noticeable voids that tend to appear in the school activity as a whole whenever that activity is not uniformly well sustained.

10. Effective teachers tend to utilize good pupil timber in reinforcing classroom reading activities by placing promotional responsibilities upon pupil sponsors.

11. Teachers need to familiarize themselves with reading techniques and methods even though their immediate subject interests are not in English instruction and in teaching reading, and should fortify themselves through special preparation so that they may function in this area of school work.

Conclusions Derived from the Reading Studies
Which Relate to the Field
of the Administrator

The comprehensive reading program was productive both as to findings of administrative significance and practical results. The results secured have assured the administrative staff that the comprehensive program was properly conceived and in the main successful. The various experiments have indicated which types of activity are productive and which are relatively unproductive. The studies have also pointed to certain new needs in research

and practice.

Significant among the findings of administrative importance are the following:

1. In a large institution there is need of administrative leadership to co-ordinate the school-wide activities of counselors, teachers, librarians, and pupil sponsors if a reading program is to attain maximum efficiency, and when such leadership is provided, the personnel of the staff tends to develop its power with prompt effectiveness.

2. The school administrator through the research division of his school can upgrade teacher interest, skill, and activity in stimulating pupils to read.

3. The school administrator can also through the exercise of budget powers and use of financial resources at his command provide facilities, materials, and appropriate environment which will accelerate and elevate pupil interests in reading.

4. The administrator must recognize in stimulating a large flowing population to read widely and well that the whole population is composed of two distinct groups, readers and non-readers, of whom the readers exceed the non-readers in number by a not-too-great margin.

5. The administrator can stimulate the reader-group to read extensively in many appropriate fields of interest by motivating this group through action directed to secure mass response.

6. He must recognize that the non-reader group cannot be stimulated in this way because mass appeals at best arouse temporary interests in this group which result in much futile activity and small results.

7. He must recognize further that the approach to the non-reader group lies in clinical treatment of individual cases when the hindrances have their origin in intellectual, physical, educational, or social difficulties.

8. He is obligated even on the secondary level so to order the school environment and services that these hindrances are removed to the extent that this is possible, and that this requires specifically:

- (a) Thorough diagnosis of each pupil to determine his capacities and limitations;

- (b) That each pupil handicapped physically be helped to secure relief from either his family or the community;

(c) That mechanical difficulties in reading be given attention in special reading classes organized to develop ability to control the reading process; and

(d) That the socially inhibited non-reader possessed of fair or better intelligence be induced to change his hostile and resistant attitude toward reading by special treatment in an informal and pleasant atmosphere by a sympathetic, understanding, and skillful teacher capable of diagnosing social difficulties and prescribing appropriate pupil activities calculated to win the pupil's support, interest, and active co-operation.

Administrative Problems

The problems of administrators are unlimited. It is the purpose to present here those that have come up for special consideration in the course of events in connection with the reading studies here reported.

1. The special clinic to be provided for helping non-readers of both types must be operated on a basis insuring adequate remedial instruction to pupils at a minimum cost of operation to the community. Research is necessary to determine the maximum load that can be carried without interfering with efficiency of instruction.

2. Special study of the best techniques to employ and what special materials to provide, including appropriate books, magazines, and newspapers, is necessary to determine what is the best way to set up and operate clinics for the several types of non-readers.

3. Unproductive areas in the school that yielded results below satisfactory levels when the various reading experiments were in progress were in numerous cases attributable to teacher failure. The statements of pupils in giving information concerning the origin of their reading interests, as well as the experience of the twelve years during which this study has been in progress, have convinced the administrative staff of the school, as stated earlier, that the teachers and the librarians are perhaps the most important factors in any school-wide program. It is unquestionably an administrative duty to stimulate the faculty to assume its full responsibility in the matter, especially that portion of the faculty not directly concerned with academic instruction. The problem is to find suitable means by which to

assist those members of the faculty who are least well prepared to employ the known teaching techniques in the most effective manner in the discharge of this responsibility. What kind of teacher clinic will answer the needs of unprepared teachers? How far can correlation of practical activities with a program of reading be carried? These are some of the important matters the administrator must consider in developing an effective organization.

4. Accurate current information in a large institution is exceedingly vital. When a population comes and goes, the current situation may be different from time to time. Since the groups attending differ widely in education, age, vocational interest, and ability, a practical means of keeping informed on what this group is reading, how well it can read, and how extensively it does read, are all matters sufficiently important to warrant the making of a continuous study through a perpetual inventory. This presents a practical problem. How shall this inventory be taken? Of what shall it consist? How wide a range shall it cover? What mechanical devices shall be provided to insure getting the facts accurately and promptly? How shall the facts be made available to those who need them? These and other questions are bound up in this problem.

5. The study of age and grade completed by the pupils surveyed revealed that interests in newspapers and magazines are rather well sustained continuously but not so with books. The experiments presented in this report were mainly pointed to improving the interest in books. In the last several years some work has been done in providing more and better magazines, but nothing systematic has yet been attempted on a school-wide basis to instruct pupils in a more discriminating use of magazines and newspapers, through well-prepared courses. This calls for administrative consideration. The findings of the surveys cast light upon interests in magazines and newspapers. Individual teachers, especially the English teachers, have done pioneer work with these two forms of reading material. The problem now is that of developing a school-wide program along systematic lines with especial emphasis upon qualitative improvement in the reading of magazines and newspapers.

APPENDIX

REPRESENTATIVE CASE REPORTS OF READERS AND NON-READERS

The following twelve reports are case studies typical of those made of 300 pupils, of whom 100 were adult readers, 100 readers between the ages of fourteen and eighteen, and 100 non-readers between the ages of fourteen and eighteen. Four samples are given of each group. In the cases of the eight pupils who belong to the fourteen to eighteen-year age classification the intelligence quotients are also given. For obvious reasons the names of the schools attended and the surnames of the individuals are not given. The reports were made by three faculty specialists, each of whom interviewed one group of a hundred pupils.

I. Representative Cases of the Adult-Reader Group

Case Report No. 1 - Benedict B_____, Age 19.

For some reason, Benedict seemed very loath to discuss either his circumstances or his family. At the beginning of the interview he spoke very low and indifferently, though as we progressed, he grew more animated. He refused to discuss his nationality. He is very short and dark. I should suspect him to be Southern European, though why he should hesitate to divulge his origin, I cannot understand. The father is a portrait painter but has had very little to do of late, for in time of depression the rich, of whom his clientele is composed, do not spend money for portraits. In search of employment, they moved a year or so ago from Detroit, their home. Benedict's senior year in high school was spent in Chicago at H_____. They have been in Milwaukee for six months but Benedict does not like it. There are an older sister and a younger brother in the family. The sister is a college graduate.

Everyone in the family reads. This interest in reading is probably due to the fact that the father always encouraged them to read because he wanted his children to be able to talk intelligently with his patrons should they come in contact with each other. Therefore, Benedict reads to find out about things and to increase his knowledge. He reads little or no fiction, preferring biographies--a taste developed in high school when their reading was compulsory--scientific material and books on salesmanship, how to study, etc. The younger brother reads more rapidly and a greater number of books than his brother, both fiction and non-fiction.

The B____'s do not now subscribe for any magazines, but Benedict reads Time, the Atlantic Monthly, and Harper's here and at the library. They have a goodly number of books, having been unable to part with them in spite of the inconvenience of moving. The library also supplies books for their reading. Since being in Milwaukee, they read the Journal. Benedict very much likes the New York Times, though he wonders what will become of it now that the publisher is dead. We also spent some time discussing the ownership of the Chicago Tribune. Benedict seems well-informed and intelligent.

Though he has always read, and likes to read, music is his absorbing interest. He had wanted to be a concert pianist until an accident put an end to those hopes. He did not say what kind of accident he suffered. He did not appear crippled so far as I could see. Though he has given up this ambition, he still spends a great deal of time practicing.

Benedict would like to work in an office. If he does not get a job soon, the family will leave Milwaukee.

Case Report No. 2 - Elmer S____, Age 22.

Elmer was born in Chicago, the youngest of ten children of whom eight are still living. The parents both came from Stockholm, Sweden, but both have learned to speak English and the father even reads a good deal. He teaches at B____. The mother, who lives in Whitewater, has had only 123 days of school and what she knows of grammar and mathematics Elmer has taught her. The children understand Swedish but always spoke English at home. When he was a year old, the family moved to Milwaukee, where they spent eleven years. He went to two grade schools but he cannot remember whether there was any reading stimulation or not. Then they moved to Whitewater. It was there that he went to high school, taking the course in three years because he was ill and out of school for a year and a half and he wanted to make up the time. After graduating he had two years at W____, taking drafting. Since September he has been at Vocational, attending from nine to four. His father plans a job at T____ for him when he is through. He is living at the Y, being elevator boy there from 6 p.m. to midnight. Before that he had worked three months at a butcher shop.

One of his room mates takes the American Boy, the other the Literary Digest, and Elmer himself gets the American and the Journal. He reads all of these. There is a library at the Y also. In his home there were quite a few books, because when he was a boy if he wanted a book he had only to ask his father and he received it. He has been interested in reading since he was about fourteen years old, a freshman in high school. Two older brothers as well as the father read a good deal, but Elmer thinks that he became interested through the required reading in his English course. He had previously read a good many Western and mystery stories but in high school his taste changed. He says he reads Zane Grey, Louisa M. Alcott, Richard Halliburton, and some others. Just now he does not have much time. When in the grades he had a hard time reading, excelling rather in mathematics.

Elmer was with a scout troop for seven years. He taught first aid and says that he is writing a book about it now. He

saved four lives and has a pin for it. He is also very fond of music, not so much jazz as band music. He himself belongs to a band at the Y and plays four different band instruments. He has a radio of his own. He likes football and basketball, and he and his room mates often go for long walks. He is very lame and it seems a great effort for him to walk. Occasionally he goes to the movies. He plans to stay here through the summer.

Elmer is a nice lad. I feel he might read more if he had more time.

He owns a motorcycle. Five or six years ago he and three other friends cycled out West--Missouri, Colorado, Washington, California, and New Mexico. He had thought of going to Florida this summer.

Case Report No. 3 - Justin M____, Age 21.

Justin's father, dead now for twelve years, came as a young man from Poland. The M____'s usually speak Polish in their home, though the Mother is American born. She works in a cigar factory. There is a younger sister who has finished T____. Justin knew but little English when he went to St. C____'s parochial school. There the children study in Polish in the morning and in English in the afternoon. After finishing the grades, Justin went to B____ high school. He had never read anything but what he had been required to read till he was a junior, when, through a biography he read and through his chemistry class, he became much interested in electricity. Immediately he began reading the biographies of men famous in that field, and technical books on this subject. This interest still remains and he reads a book a week, though he doesn't have much time as he comes to Vocational in the morning and works from 3 to 11 p.m. at C____. He owns perhaps five or six books. There are no others. They take the News and a Polish paper. Justin reads them when he has time--sports and electrical articles. The mother reads the Polish paper if she is not too tired when she gets home. The younger sister reads a little. The magazines they take are Popular Mechanics, Popular Science, and electrical magazines. Once in a while Justin reads a story.

Last year he worked on a cousin's farm. He has been here since a year ago March. When he has time at home he tinkers with or listens to the radio. He likes to listen to music. Sunday afternoons he listens to baseball games. He does not care much for sports.

Case Report No. 4 - Roy S____, Age 47.

Mr. S____ was born in Milwaukee of French and English parentage. His father and mother, too, were born here. They lived, he says, in the slums. He had two and a half years at a parochial school. While he was attending this school, he asked one of the nuns why, if God were almighty, He had to put Abraham's loyalty to Him to such an elaborate test to prove it. Why didn't He know it without proof? Instead of an answer the young Roy received a sound thrashing. Young as he was at the time--ten--he had already started to think. At an early age he had to go to work. Later on he got married. All this time, he said that he felt out of place, lost. He was very eager to know

more and to seek knowledge. He had come from a very poor home without books or magazines, and he was a machinist by trade, but he wanted to know, and he began going to the museum, to the library, and to public lectures of various kinds. It was then he began to find himself. First of all, he read religion exhaustively, then economics, politics, social and labor problems. He thought a great deal on these subjects too, and he has come to hold many views that the world calls radical. In recent years his parents and brothers and sisters have become socialists also.

Mr. S_____ was not completely happy in his marriage, for he felt he was not able to do what he really wanted to do. At that time he held a job he disliked intensely. It was too much routine, not enough creation. Six years ago, he and his wife were divorced and he can do as he likes. This is his fourth year at the Vocational School. He spends all day here five times a week and comes to night school two nights. The rest of the time he studies. He enjoys the work and is very eager to learn all he can. He does not seem to have other interests. He said that one never tired of doing what one likes to do. He not only likes to study but feels he must develop his brain now that he is growing older and losing his physical strength. He reads the Milwaukee Journal thoroughly; obtains his books from the library, reading two or three a week; and reads no magazines.

Mr. S_____ is a small, bald man, neatly dressed, an interesting talker, and a man who considers himself quite unique among men. At present, he has no work. He will have to get some soon, or his money will give out. Last summer he had work which he gave up to come to school.¹

II. Representative Cases of the Reader Group Fourteen to Eighteen Years of Age

Case Report No. 1 - Margaret K_____,
Age 14 years 3 months, I.Q.88.

Margaret gets some of her desire to read from her home environment, although she does not think so. Her family is Bohemian, and they all talk Bohemian at home. The mother cannot read English and is not interested in reading. Her mother is the one, however, who is insisting that Margaret go to high school. The father reads a great deal, most of his material being in Bohemian, but he can read English. One older sister is married, and another has entered a convent and is in training to become a teacher. This sister finished high school. There are several younger children who do some reading.

Margaret went to H_____ at _____ for her grade school work. Each room in that school has a library and everybody had to give one book report once a week. No stress was laid on the kind of reading, but everyone was encouraged to read. In the eighth grade her interest shifted to biography and travel.

When she entered the Vocational School last February, her interest was already formed, and she joined the R.W.A.P.C. and

¹The vocational school has finally succeeded in tempering this man, has placed him on a job, and adjusted him satisfactorily.

continued that interest. She read six books along these two lines and she remembers the names of them all and what each is about. She thinks The Old-Fashioned Girl is the best book she ever read. She is going to enter a public high school next fall because "There are so many lovely kinds of work you can do if you have been to high school."

Case Report No. 2 - Gilbert B _____
Age 16 years 10 months, I.Q. 103

Gilbert is a serious-minded person who talks easily but thoughtfully. He said that he started to read because he missed out on high school and he thought he had better improve himself. He was also very candid about the part which the possibility of gaining a reading diploma had in helping him come to that decision. He is sure that a definite goal to work toward is a big help in getting people started. He thinks that reading has become much easier because of the very definite aids for finding the right book which the R.W.A.P.C. affords. He is also sure that now he has become interested in reading he will continue to do so even without the stimulus of a reading club.

Gilbert's last four years of grade school were spent at St. G _____. In that school only those pupils were allowed to read who had 85 per cent or above on their monthly report cards. This school also deadened his desire to go on to school, for it made education a matter of rather senseless penalties.

There are books at home, but none that interest Gilbert. His sister reads only fiction. The father, who is a tool and die maker, reads only books on his trade. Of the magazines at home, Gilbert reads the Literary Digest and Popular Mechanics. He is interested in sociology ("Why people behave the way they do") and in the mechanics of English. He thinks fiction is dull.

Gilbert's father is Polish, and he changed his name to B _____ so that the bills of other people would not be added to his

Case Report No. 3 - Hermina S _____
Age 17 years 5 months, I.Q. 104

Hermina has read thirteen books for the R.W.A.P.C. She read along the lines of travel, adventure, and myths. She has read ever since she has been able to read and it looks as if the schools she attended were responsible. At St. J _____ there were classroom libraries and she was encouraged to take books home. She liked reading from the beginning and all her schools deepened her interest.

Her reason for dropping high school was that there was too much home work and that her teachers favored the pupils who were dressed the nicest. Her father does not approve of an education. It is too expensive and our schools don't make the pupils memorize the books as they do in Germany.

There are no books at home to develop reading interests. Her father reads the Leader weekdays, and the Sunday edition of the German paper. Sometimes her mother reads a German book, if they can find one in the library.

Hermina said there were eleven children in the family.

She is the third oldest. Later the information was dropped that her father had had another wife and that he was the father of twenty-four children. I don't wonder that she had to stop to count. Her father has high blood pressure and has not been able to work for several years. Her mother has had inflammatory rheumatism since February and the father does a large part of the housework. Hermina is the oldest child at home. Two older brothers are working on farms. One of them can scarcely read or write and he disliked school so much that his mother got permission for him to work on a farm. He has been working on one farm or another since he was thirteen. The county supports the family.

Case Report No. 4 - Henry A ____
Age 15, I.Q. 125

Henry is fifteen years old. His mother and father were both born in Russia, and neither had any education at all. His father is now dead, but Henry does not remember that he ever did any reading and does not think he could read. His mother cannot read in any language, and she objects to Henry's "wasting his time with books." She speaks nothing but German, although she understands some English. Henry speaks some German but prefers English and usually answers his mother in English even when she speaks to him in German. Henry was born in Canada but came to this country before he reached school age. Before coming here he spoke only German.

Henry lives in the third ward and attended the same school throughout the grades, with the exception of one year when he was in the seventh grade. He could not read at all before he started school and was not much interested before the fourth grade. He remembers the first book he ever read, Grimm's Fairy Tales, which he describes as being O.K. Until he reached the fourth grade, Henry did not read because he did not like to tackle a thick book and children's stories seemed silly to him. One day the librarian from a branch library talked to the fourth grade about books, helped them fill out applications for library cards, and invited them to the library. Henry went, and she gave him a book which he returned without reading. Then she gave him Peter Rabbit. This started him on a series of animal stories. He visited the library regularly, the librarian talked to him about the books he read and gave him others, and he learned to like books.

Henry has four sisters and one brother, all older than he, and all readers except one sister. He does most of his reading at home evenings, either at the kitchen table or on a couch in the kitchen. He spends his noon hours in the study hall reading, and goes to the library now and then to read newspapers and magazines. He has read ten books for the R.W.A.P.C., his interest being biography and animal stories.

III. Representative Cases of the Non-Reader
Group Fourteen to Eighteen Years of Age

Case Report No. 1 - Jacob E ____
Age 16, I.Q. 61

Jacob is sixteen years old and has recently entered the Milwaukee Vocational School, coming here because he was told he could learn to read here in a special class. He lives in the

nineteenth ward and was in the sixth grade of a south side school when he left to come here. He is eager to learn and has great faith in the Vocational School.

Jacob never had a fair chance. Between the ages of seven and fourteen he worked in the beet fields and went to school irregularly. He did not enter school until he was ten, and then he was put at once into the third grade without the slightest foundation for the work and simply because he was above first grade age. Other children in his grade had already learned to read, and Jacob found himself completely lost. His teacher gave him no special help, and as neither of his parents can read English he received no help at home. German is spoken almost entirely in the home. Jacob's mother likes to read German books and spends most of her evenings that way. His father reads some too, but always in German. The family owns some German books and a few in English which the children have used in school. A boy of ten likes to read, and Jacob often tries to read the books he has at home, but he finds he can only read the very easy words. He also tries to read the papers, but there are so many words that he does not know that he finds it discouraging and usually gives up.

Jacob's parents want him to go to school, but they have very little money, and he has always had to work. Jacob has a slight lisp, and he says sometimes he doesn't understand what is said to him, and he thinks perhaps he doesn't hear as distinctly as other people do. He says he has frequent headaches and is often dizzy when riding on streetcars. The nurse reported his vision normal.

Case Report No. 2 - Mary S____
Age 17, I.Q. 79

Mary is seventeen years old and has finished ten grades. She went through eight grades at St. A____ parochial school, and two at the G____ school. In the grades Mary was not required to read very much, and what little she did she was not interested in. She came to the Vocational School because her father is dead and her mother is out of work and had no money to send Mary on to high school. Here she heard talk about the R.W.A.P.C. and about books, and although she was not interested in reading enough to join the club, she thought she would read one book. She found this interesting, and she thinks now she will read others, but she does not think she would care for anything but fiction. Last week she got a library card here at the school library, and she intends to read some books during the summer.

Mary speaks only German at home because her mother can understand very little English. Mary thinks she could speak a little English before she started school, but not very much, and this made some of her subjects hard for her. She remembers that she had a hard time learning to read, and she still reads very slowly. She thinks her English vocabulary is about average and she does not have trouble understanding or remembering what she reads, and she thinks she will be able to read faster after she has become more used to it. In the grades she got good marks, most of the time, although she always had trouble with geography and had to make up some eighth-grade credits in summer school. Mary has only one brother, and he is a little younger than she

and has always liked to read. She never has been interested until recently.

Mary's mother reads a German paper every week, but nothing else. There are no books or magazines in the home, but the family takes a daily paper in which Mary always reads the comics and the items which interest her on the front page. She helps her mother with the housework, sews, goes to movies at least once a week, and works jig-saw puzzles. Until recently she had never been interested in any reading, but lately she has spent some of her leisure time that way. Mary's eyes have been tested and are normal.

Case Report No. 3 - Lucy V_____
Age 15, I.Q. 87

Lucy is fifteen years old and lives in the first ward. Neither her mother nor her father can read in any language, and her father speaks only Italian. Her mother speaks both English and Italian, and both languages are spoken in the home. There are ten children in the family, five of whom are older than Lucy. One brother is a high-school graduate and is now taking some post-graduate high-school work. The mother, who works part time in a hotel, is the only member of the family employed at the present time.

Lucy "never had any use for reading" and "can't stand it." She says she gets dizzy and nervous when she reads and cannot read small print, although her eyes have been tested and found normal. She likes to hear someone read aloud, and she sometimes asks her older sister to read to her, but the sister thinks Lucy is too big to be read to. Lucy says stories seem more interesting and she gets more out of them when someone reads to her than when she reads them herself. She has a library card but has only taken out one book on it and read only part of that, although when she got her card she intended to read regularly. She says she reads very slowly and gets mixed up, but she remembers what she reads or what is read to her. She likes to look at the comics in the newspapers but is not interested in anything else in the papers or magazines. The family subscribes for a daily paper. There are no books or magazines in the home. Lucy says her older brothers and sisters read quite often.

Lucy went to the C____ School until she got into the seventh grade, and then she transferred to the L____ School, where she finished the eighth grade. She passed her grade each year and does not remember having any special help in reading or any great trouble with it, but she says she never liked it and never read well. She never cared to study and says she always fooled away her time in school and was never interested in any of the subjects she took. Lucy has never read a book through in her life. In the eighth grade she gave two book reports, one on The Sapphire Signet and one on The Beast of Tarzan, but she had not finished reading either book. She was not required to read more, and she paid no attention to the reading lists or to the general announcements about them. Her friends read but she does not care to. Her mother wanted her to go on through high school, but she would not go.

Lucy does not remember anything about when she learned to read, but she thinks she knew no words before she started the

first grade. She never had any help at home. A sister who is a little younger than Lucy spends some time now helping the brothers and sisters who are in the lower grades with their school work, but Lucy says she never will help them as she does not like to read even the easy things.

Outside of school Lucy likes to spend her time roller-skating and playing out-doors. She likes to go to movies but seldom has the money. She helps some with the housework but is not required to do very much.

Case Report No. 4 - Howard K _____
Age 15 years 10 months, I.Q. 100

Howard came to Milwaukee in September from S _____, where he had finished the eighth grade. His father is dead, and his mother came here to run a rooming house. Howard is the only help she has at home, and he spends his afternoons cleaning the house and running errands. He also works irregularly at a restaurant until nine o'clock at night. Howard has an older brother who works on a farm near P _____, and a younger brother and sister at home. His mother is German, but the children know very little German, and English is the only language ever spoken in the home.

Until two weeks ago, Howard was in L _____ School, where he had been since September. He did not like it there because he was not getting very good grades and he felt as if his time was wasted, so he came to the vocational school to learn a trade. General science and arithmetic were his favorite subjects in the grades. He disliked history and English particularly, as they seemed "too deep" for him and took too much time. Howard does not remember when he learned to read, but he is sure he could not read before he started school. He thinks he learned to read easily, and he never required extra help in any subject.

Howard has no special hobby and would not have time to develop it if he had one. He does not like sports and does not even follow them in the newspapers. He does not care for movies, except now and then a western picture. The family owns no books and takes no magazines, but subscribes for a daily newspaper in which Howard reads only the comics and sometimes the headlines on the front page. He thinks he reads fairly well, although he does not read very fast and he has trouble remembering what he reads. He finds himself re-reading passages frequently, and his mind wanders from the subject. He has no library card. Now and then he likes to read a western story in a magazine, but he does not care for books. He used to like to hear his teachers read aloud and says he would still like to hear someone read aloud, but this is impossible at home because his mother is very nervous and cannot stand any noise. His mother reads a daily paper regularly and sometimes stories in True Story Magazine. Howard does not care for True Story and never reads it.

In reading a paragraph aloud during the conference, Howard repeated often, making many mistakes which he usually corrected himself. His reading was rather fast but very jerky.

At one time Howard had trouble with his eyes but it seems to have disappeared, and recent tests made here at the vocational school have shown his vision to be normal. Howard will be sixteen years old on the tenth of May. He lives in the tenth ward.

Milwaukee Vocational School

Serial Number 4835

Leisure Time Survey

January 1, 1933

Name of Student _____ Class _____ Ward _____

I. Student Classification

Apprentices

1. Regular
2. Special

Commercial

3. Junior
4. Senior
5. Special
6. Full-time

Homemaking

7. Junior
8. Senior
9. Special

Industrial

10. Junior
11. Senior
12. Special

High School

13. Commercial
14. Homemaking
15. Industrial

II. Age Classification as of January 1, 1933

Yr. _____ Mo. _____

Year of Birth	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Age
1918													14
1917													15
1916													16
1915													17
1914													18
1913													19
1912													20
1911													21
1910													22
1909													23
6 Months						0 Months							

III. Period of Attendance at M.V.S.

Yr. _____ Sem. _____

Year of Starting	Jan.	Feb.	Mar.	Apr.	May	June	Sept.	Oct.	Nov.	Dec.	Year
1932											0
1931											1
1930											2
1929											3
1928											4
1 Semester						0 Semester					

IV. School Grade Completed before coming to M.V.S.

Grade School				High School				College or University			
5	6	7	8	9	10	11	12	13	14	15	16

V. Employment Status

1. I have no employment of any kind anywhere.
2. I help at home regularly during working hours.
3. I work for pay for an employer part-time.
4. I work for pay for an employer full-time.

VI. Library Card Status

1. I have never had a library card.
2. I had one but am not using one now.
3. I have one but use it very little.
4. I have one and use it frequently.

VII. Status of Newspaper Subscriptions for English Daily Papers	☐	1.	We do not receive an English newspaper at our home.
	☐	2.	We do have an English newspaper at our home and receive—
	Note: Place a cross before the paper you receive at home. If more than one is received, check the others also.		
	☐	1.	The Chicago Tribune
	☐	2.	The Milwaukee Journal
	☐	3.	The Milwaukee Leader
☐	4.	The Milwaukee Sentinel	
☐	5.	The Wisconsin News	

VIII. Status of Student's Interests in an English Daily Newspaper	☐	1.	I do not read an English newspaper daily.
	☐	2.	I read an English newspaper daily and get it regularly.
	Note: If you have checked 2 above, place a cross before one of the four sources.		
	☐	1.	At home
	☐	2.	From a friend
	☐	3.	At the library
☐	4.	By purchasing it for myself	

IX. Status of Student's Interest in the Various Sections of a Newspaper	Note: Indicate which sections of the newspaper you read and which not by putting a cross after the name of each section in the appropriate column.			
	Name of Section		I Read It	I Do Not Read It
	A. News	1. Business and Financial	☐	1.
		2. City, County, and State	☐	2.
		3. Criminal	☐	3.
		4. Home	☐	4.
		5. National (U.S.)	☐	5.
		6. Political	☐	6.
		7. Radio	☐	7.
		8. Society	☐	8.
		9. Sport	☐	9.
		10. Theatre and Movies	☐	10.
		11. World	☐	11.
	B. Illustrations	12. Cartoons	☐	12.
		13. Comics	☐	13.
		14. Picture Page	☐	14.
	C. Literature	15. Poetry	☐	15.
		16. Stories	☐	16.
	D. Opinion	17. Editorials	☐	17.
		18. Letters from Readers	☐	18.
	E. Advertisement	19. Classified Ads	☐	19.
		20. Display Ads	☐	20.

X. Time Student Spends Reading Newspaper	☐	1.	I spend less than 30 minutes a day reading papers.
	☐	2.	I spend between 30 to 60 minutes a day.
	☐	3.	I spend more than an hour a day reading papers.

XI. Status of Student's Magazine Interests	Note: List magazines you read in the order you like them best. Also indicate other facts asked for.							
	1. Name of magazine (first choice)							
		1.	I read it at home.		1.	I (or my parents) subscribe for it.		
		2.	I read it at school.		2.	I buy it at newsstands.		
		3.	I read it at the library.		3.	I borrow it.		
		4.	I read it outside.					
	2. Name of magazine (second choice)							
		1.	I read it at home.		1.	I (or my parents) subscribe for it.		
		2.	I read it at school.		2.	I buy it at newsstands.		
		3.	I read it at the library.		3.	I borrow it.		
		4.	I read it outside.					
	3. Name of magazine (third choice)							
		1.	I read it at home.		1.	I (or my parents) subscribe for it.		
		2.	I read it at school.		2.	I buy it at newsstands.		
		3.	I read it at the library.		3.	I borrow it.		
	4.	I read it outside.						

XII. Books Student Recommends to Others		Name of Book	Author	Fiction	Classified
	1.				
	2.				
	3.				
	4.				
	5.				
	6.				
	7.				
	8.				
	9.				
	10.				
	11.				
	12.				
Totals					

Form 140-3a 11M 11-32 (Girls-Salmon)

Serial Number

Group Classification

Age Classificationyr.mo.

Give below the name of a book you have read in the last two weeks. Please give also the other information asked for.

Title-----Author-----

I obtained the book:

(Check)

(Check)

- | | |
|--|---|
| ☐ From Milwaukee Vocational School library. | ☐ I liked the book. |
| ☐ From another public library. | ☐ I did not like it. |
| ☐ From a friend. | |
| ☐ By purchasing it. | |

There are-----characters in the book.

Tell briefly what the book is about.

I recommend it to others because-----

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